## Curriculum Change Form

*(Present only one proposed curriculum change per form)*

*(Complete only the section(s) applicable.)*

### Part I

<table>
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<tr>
<th>Check one</th>
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<tbody>
<tr>
<td></td>
<td>Curriculum and Instruction</td>
<td>Education</td>
<td>Master of Arts in Education - Elementary Education</td>
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<td>(Major X, Option ___; Minor ___; or Certificate ___)</td>
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### Proposal Approved by:

<table>
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<tr>
<th>Departmental Committee</th>
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<td>Council on Academic Affairs</td>
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| Is this a SACS Substantive Change? | Yes**** | No X |

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*If Applicable (Type NA if not applicable.)

**Approval needed for new, revised, or suspended programs

***Approval/Posting needed for new degree program or certificate program

****If “yes”, SACS must be notified before implementation. Please contact EKU’s Office of Institutional Effectiveness.

### Completion of A, B, and C is required: (Please be specific, but concise.)

**A. Specific action requested:** (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)

Revise the Master of Arts in Education - Elementary Education program to meet KY EPSB requirements for the Kentucky Teacher Leader Endorsement.

**A. Effective date:** (Example: Fall 2001)

Spring 2011

**A. Effective date of suspended programs for currently enrolled students:** (if applicable) Current students must complete the old program no later than January 31, 2013.

**B. The justification for this action:**

The Kentucky Education Professional Standards Board requires that all Masters Degrees leading to Rank II certification be revised to meet the requirements and standards for the Teacher Leader Endorsement. All existing Masters Degrees / Rank II programs must be closed to new students no later than December 2010.

**C. The projected cost (or savings) of this proposal is as follows:**

**Personnel Impact:** none

**Operating Expenses Impact:** none

**Equipment/Physical Facility Needs:** none

**Library Resources:** none
### Part III. Recording Data for New, Revised, or Suspended Program

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using *strikethrough* for deletions and *underlines* for additions.
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

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<td>(<em>Use strikethrough for deletions and underlines for additions.</em>)</td>
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</table>
I. GENERAL INFORMATION
The Department of Curriculum and Instruction is responsible for program advisement and development in elementary education, middle grade education, secondary education, reading / writing, gifted and talented education and library science. Programs of study may lead to the Master of Arts in Education degree, Rank II, Rank I, and Master of Arts in Teaching degree (Initial Certification). The secondary education program, in cooperation with appropriate departments throughout the University, offers specializations in the following areas of content: specific programs options in agriculture, art, biology, business and marketing, chemistry, earth science, English, environmental sciences, family and consumer science, mathematics: computer science, mathematics: mathematics and statistics, music, physical education, physics, school health, social studies: geography, social studies: history, and technology.

MASTER OF ARTS IN EDUCATION with TEACHER LEADER ENDORSEMENT
Elementary Education

II. ADMISSION REQUIREMENTS
The GRE or Miller’s Analogies Test is required for clear admission to the M.A.Ed. program in Elementary Education. In the case of multiple tests, the best overall test score is used for review purposes. In addition to other criteria, a minimum total GRE score of 700 with verbal and quantitative subtest scores of at least 300 is required for clear admission to all options of the M.A.Ed. program in Elementary Education. As an alternative to the GRE, a raw score of 388 on the Miller’s Analogies test or passing scores on all required Kentucky PRAXIS II initial teaching exams will also meet the admission test requirement. Candidates must meet the admissions requirements of the Graduate School and have completed an initial elementary teaching certification program. In addition, candidates must have earned an overall 3.0 undergraduate GPA or a 3.0 in the last 60 hours completed and submitted official test scores for either the GRE or Miller Analogies Test (MAT). Scores on the GRE/MAT are used in conjunction with the undergraduate GPA and other criteria in selecting candidates for admission. Candidates must also meet the general requirements of the Graduate School. Applicants whose applications are not complete by the admission deadline may, upon the recommendation of the faculty, be admitted provisionally.

III. PROGRAM REQUIREMENTS
Masters of Arts in Education with Teacher Leader Endorsement
Elementary
This program is designed to help teachers certified to teach in elementary schools (P-5) improve their professional skills, extend their knowledge of the subjects they teach, and increase their understanding of the intellectual, philosophical, sociological, psychological, and cultural foundations of effective education in order to serve as instructional leaders, teacher mentors, literacy or math coaches, instructional facilitators, department chairs and/or team leaders.
Teacher Leader Endorsement—Candidates will be eligible to apply for the Teacher Leader Endorsement upon completion of this program

Teacher Leader Core .............................................. 12 hours
ETL 800, 801, 802, ELE 810, 803, 804
Elementary Education Program ......................... 12 hours
ETL 871, 874, EGC 889
One of the following ............................................. 3 hours
EMS 818, 830, 842, 855, 880, EDF 855, SED 800.
Subject matter .................................................. 6 hours
Courses selected to strengthen candidate’s knowledge of subjects taught.
Minimum Program Total ................................. 30 hours

IV. EXIT REQUIREMENTS
The following are the exit requirements for Elementary Education:
Program GPA: Candidates must earn overall GPA of 3.0 or higher, with no grade lower than a C.
Research Requirement: An action research project which culminates in a technology enhanced presentation is required in the Capstone Seminar, ETL 804. (or designated course in each program.)
Comprehensive Examinations—The candidate will have an opportunity to demonstrate professional growth through an written and/or oral examination covering education and major program components taken in conjunction with Capstone Seminar covering education and major program components. A portfolio review is also required.
# Curriculum Change Form

(Present only one proposed curriculum change per form)

(Complete only the section(s) applicable.)

## Part I

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- New Course (Parts II, IV)
- Course Revision (Parts II, IV)
- Hybrid Course ("S," "W")
- Course Dropped (Part II)
- New Program (Part III)
- Program Revision (Part III)
- Program Suspended (Part III)

*Provide only the information relevant to the proposal.*

**Proposal Approved by:**

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**Is this a SACS Substantive Change?**

- Yes****
- No X

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**Approval needed for new, revised, or suspended programs**

**Approval/Posting needed for new degree program or certificate program**

****If “yes”, SACS must be notified before implementation. Please contact EKU’s Office of Institutional Effectiveness.

## Completion of A, B, and C is required: (Please be specific, but concise.)

### A. Specific action requested:

(Example: To increase the number of credit hours for ABC 100 from 1 to 2.)

Revise the Master of Arts in Education - Middle Grades Education program to meet KY EPSB requirements for the Kentucky Teacher Leader Endorsement.

### A. Effective date:

(Example: Fall 2001)

Spring 2011

### A. 3. Effective date of suspended programs for currently enrolled students:

(if applicable) Current students must complete the old program no later than January 31, 2013.

### B. The justification for this action:

The Kentucky Education Professional Standards Board requires that all Masters Degrees leading to Rank II certification be revised to meet the requirements and standards for the Teacher Leader Endorsement. All existing Masters Degrees / Rank II programs must be closed to new students no later than December 2010.

### C. The projected cost (or savings) of this proposal is as follows:

- Personnel Impact: none
- Operating Expenses Impact: none
- Equipment/Physical Facility Needs: none
- Library Resources: none
Part III. Recording Data for New, Revised, or Suspended Program

4. For a new program, provide the catalog description as being proposed.
5. For a revised program, provide the current program requirements using strikethrough for deletions and underlines for additions.
6. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program’s suspension.

**New or Revised* Program Text**

(*Use strikethrough for deletions and underlines for additions.*)
Masters of Arts in Education with Teacher Leader Endorsement
Middle Grades
The curriculum is designed to help teachers certified to teach in middle schools improve their professional skills, extend their knowledge of the subjects they teach, and increase their understanding of the intellectual, philosophical, sociological, psychological, and cultural foundations of effective education in order to serve as instructional leaders, teacher mentors, literacy or math coaches, instructional facilitators, department chairs and/or team leaders. **Teacher Leader Endorsement**—Candidates will be eligible to apply for the Teacher Leader Endorsement upon completion of this program.

II. ADMISSION REQUIREMENTS
The GRE or Miller’s Analogies Test is required for clear admission to the M.A.Ed. program in Elementary Education. In the case of multiple tests, the best overall test score is used for review purposes. Candidates must have completed an initial teaching certification program. In addition, candidates must have earned an overall 3.0 undergraduate GPA or a 3.0 in the last 60 hours completed. Candidates also must meet the general requirements of the Graduate School. Candidates whose applications are not complete by the admission deadline may, upon the recommendation of the faculty, be admitted provisionally. Candidates must meet the admissions requirements of the Graduate School and have completed an initial teaching certification program. In addition, candidates must have earned an overall 3.0 undergraduate GPA or a 3.0 in the last 60 hours completed and submitted official test scores for either the GRE or Miller Analogies Test (MAT). Scores on the GRE/MAT are used in conjunction with the undergraduate GPA and other criteria in selecting candidates for admission.

Teacher Leader Core…………………………………15 hours
ETL 800, 801, 802, EMG 810, 803, 804..................12
15 hours
EMS 889 Teacher Leader Capstone Seminar............3 hours
Middle Grades Program Supporting Coursework….6 hours
EMG 806,.................................................................3 hours
One of the following:
EMS 818, 830, 842, 855, 880, EDF 855, SED 800. ......3 hours

Subject Area Specialization ..................................... 9 hours
Subject matter: courses selected to strengthen candidate’s knowledge in one or two areas of certification.

Minimum Program Total ...........................................30 hours

IV. EXIT REQUIREMENTS
The following are the exit requirements for Middle Grade Education:
Program GPA: Candidates must earn overall GPA of 3.0 or higher, with no grade lower than a C.
Research Requirement: An action research project which culminates in a technology-enhanced presentation is required in the Capstone Seminar, ETL 804 (Which course is the Capstone Seminar?).
Comprehensive Examinations——The candidate will have an opportunity to demonstrate professional growth through an oral examination covering education and major program components taken in conjunction with Capstone Seminar. A portfolio review is also required. The candidate will have an opportunity to demonstrate professional growth through a written and/or oral examination covering education and major program components. A portfolio review is required.
Curriculum Change Form

(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

(Choose one)
- New Course (Parts II, IV)
- Course Revision (Parts II, IV)
- Hybrid Course ("S", "W")
- Course Dropped (Part II)
- New Program (Part III)
- Program Revision (Part III)
- Program Suspended (Part III)

*Provide only the information relevant to the proposal.

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<tr>
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<td>*Course Title (30 characters)</td>
<td>Master of Arts in Education – Reading / Writing</td>
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<tr>
<td>Program Title</td>
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**Approval needed for new, revised, or suspended programs
***Approval/Posting needed for new degree program or certificate program
****If “yes”, SACS must be notified before implementation. Please contact EKU’s Office of Institutional Effectiveness.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. **Specific action requested:** (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)

Revise the Master of Arts in Education - Reading / Writing program to meet KY EPSB requirements for the Kentucky Teacher Leader Endorsement.

A. 2. **Effective date:** (Example: Fall 2001)

Spring 2011

A. 3. **Effective date of suspended programs for currently enrolled students:** (if applicable) Current students must complete the old program no later than January 31, 2013.

B. **The justification for this action:**

The Kentucky Education Professional Standards Board requires that all Masters Degrees leading to Rank II certification be revised to meet the requirements and standards for the Teacher Leader Endorsement. All existing Masters Degrees / Rank II programs must be closed to new students no later than December 2010.

C. **The projected cost (or savings) of this proposal is as follows:**

Personnel Impact: none
Operating Expenses Impact: none
Equipment/Physical Facility Needs: none
Library Resources: none
### Part III. Recording Data for New, Revised, or Suspended Program

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**New or Revised* Program Text**

(*Use strikethrough for deletions and underlines for additions.*)
Masters of Arts in Education with Teacher Leader Endorsement

Reading/Writing
This program offers individuals certified to teach at the elementary, middle grade, and secondary levels or variations thereof an additional certification option in Reading / Writing Endorsement (P-12) while improving their professional skills, extending their knowledge of the subjects they teach, and increasing their understanding of the intellectual, philosophical, sociological, psychological, and cultural foundations of effective education in order to serve as reading / writing specialists, instructional leaders, teacher mentors, literacy coaches, instructional facilitators, department chairs and / or team leaders.

Teacher Leader Endorsement – Candidates will be eligible to apply for the Teacher Leader Endorsement upon completion of this program.

II. Admission Requirements
Candidates must meet the admissions requirements of the Graduate School and have completed an initial teaching certification program. In addition, candidates must have earned an overall 3.0 undergraduate GPA or a 3.0 in the last 60 hours completed and submitted official test scores for either the GRE or Miller Analogies Test (MAT). Scores on the GRE/MAT are used in conjunction with the undergraduate GPA and other criteria in selecting candidates for admission. The GRE or Miller’s Analogies Test is required for clear admission to the M.A.Ed. program in Elementary Education. In the case of multiple tests, the best overall test score is used for review purposes. Candidates must have completed an initial teaching certification program. In addition, candidates must have earned an overall 3.0 undergraduate GPA or a 3.0 in the last 60 hours completed. Candidates must also meet the general requirements of the Graduate School. Candidates whose applications are not complete by the admission deadline may, upon the recommendation of the faculty, be admitted provisionally.

III. Program Requirements

Teacher Leader Core………………………………12 hours
ETL 800, 801, 802, 803,................................. 12 hours
One course the following lists ............................. 3 hours
ELE 810, EMG 810, ESE 863.*

*Selection of specific courses will be based upon prior level of preparation and candidate need.

Program Specific Coursework…………………15-18 hours
EME 865 *(teacher leader capstone) ..................3 hours
One of the following: EME 751, 874, EMS 875, ENG 863, EME 877

Program Specific Supportive Coursework:
One of the following:
ELE 871, EME 873, EMG 806, ENG 805, (half=3 hrs.), ESE 774

Minimum Program Total ..............................30 hours

IV. EXIT REQUIREMENTS
The following are the exit requirements for Reading / Writing:

Program GPA: Candidates must earn overall GPA of 3.0 or higher, with no grade lower than a C.

Research Requirement: An action research project which culminates in a technology enhanced presentation is required in the Capstone Seminar course, ETL 803.

Comprehensive Examinations —— The candidate will have an opportunity to demonstrate professional growth through an oral examination covering education and major program components taken in conjunction with Capstone Seminar. A portfolio review is also required. The candidate will have an opportunity to demonstrate professional growth through a written and/or oral examination covering education and major program components. A portfolio review is required.
Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

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<tr>
<td>Hybrid Course (&quot;S,&quot; &quot;W&quot;)</td>
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<tr>
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<tr>
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Proposal Approved by:  
Departmental Committee  08/26/10  Graduate Council*  
College Curriculum Committee  09/07/10  Council on Academic Affairs  
General Education Committee*  N/A  Faculty Senate**  
Teacher Education Committee*  9/28/10  Board of Regents**  
Council on Postsecondary Edu.***

*If Applicable (Type NA if not applicable.)
**Approval needed for new, revised, or suspended programs
***Approval/Posting needed for new degree program or certificate program
****If "yes", SACS must be notified before implementation. Please contact EKU’s Office of Institutional Effectiveness.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
Revise the Master of Arts in Education - Library Science program to meet KY EPSB requirements for the Kentucky Teacher Leader Endorsement.

A. 2. Effective date: (Example: Fall 2001)
Spring 2011

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) Current students must complete the old program no later than January 31, 2013.

B. The justification for this action:
The Kentucky Education Professional Standards Board requires that all Masters Degrees leading to Rank II certification be revised to meet the requirements and standards for the Teacher Leader Endorsement. All existing Masters Degrees / Rank II programs must be closed to new students no later than December 2010.

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact: none
Operating Expenses Impact: none
Equipment/Physical Facility Needs: none
Library Resources: none
### Part III. Recording Data for New, Revised, or Suspended Program

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<td>For a revised program, provide the current program requirements using <a href="https://example.com">strike-through</a> for deletions and <a href="https://example.com">underlines</a> for additions.</td>
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<td>For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program’s suspension.</td>
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Masters of Arts in Education with Teacher Leader Endorsement
Library Science

I. GENERAL INFORMATION
Master of Arts in Education, Rank II non-degree, and Rank I non-degree Library Science programs leading to certification as school media librarian for grades P-12 are offered. Candidates entering the program must be certified as classroom teachers. In order to serve as instructional leaders, teacher mentors, literacy or math coaches, instructional facilitators, department chairs and/or team leaders, Teacher Leader Endorsement—Candidates will be eligible to apply for the Teacher Leader Endorsement upon completion of this program.

II. ADMISSION REQUIREMENTS
Candidates must meet the admissions requirements of the Graduate School and have completed an initial elementary, middle, or secondary teaching certification program. In addition, candidates must have earned an overall 3.0 undergraduate GPA or a 3.0 in the last 60 hours completed and submitted official test scores for either the GRE or Miller Analogies Test (MAT). Scores on the GRE/MAT are used in conjunction with the undergraduate GPA and other criteria in selecting candidates for admission. The GRE or Miller’s Analogies Test is required for clear admission to the M.A.Ed. program in Elementary Education. In the case of multiple tests, the best overall test score is used for review purposes. In addition to other criteria, a minimum total GRE score of 700 with verbal and quantitative subtest scores of at least 300 is required for clear admission to all options of the M.A.Ed. program in Elementary Education. As an alternative to the GRE, a raw score of 388 on the Miller’s Analogies test or passing scores on all required Kentucky PRAXIS II initial teaching exams will also meet the admission test requirement.

III. PROGRAM REQUIREMENTS

Library Science — Curriculum for P-12

Teacher Leader Core ........................................ 12 hours
ETL 800, 801, 802, 803 ........................................ 12 hours
LIB 863 *(capstone course for teacher leader) .......... 3 hours
One course from the following list ............... 3 hours
- ELE 810, EMG 810, ESE 863 *

*Selection of specific courses will be based upon prior level of preparation and candidate need.

Literacy supporting coursework ...................... 3 hours
One of the following:
- ELE 871, EMG 806, ESE 774 ..................... 3 hours

Library Media Specialization ...................... 22-28 hours
LIB 701*, 760*, 800, 801, 802, 805, 821, 831, 863*, and 870.
Total Program Hours ...................... 40 - 48 hours

Candidates who have completed LIB 501 with a grade of “C” or better may use this course to reduce requirements in the Library Science block by 3-6 hours. Candidates who have completed LIB 501 for credit may not take LIB 701.
LIB 863 will serve as the capstone course for Library Science.

IV. EXIT REQUIREMENTS
The following are the exit requirements for Library Science.

Program GPA: Candidates must earn overall GPA of 3.0 or higher, with no grade lower than a C.

Research Requirement: An action research project which culminates in a technology enhanced presentation is required in the Capstone Seminar, LIB 863 or designated course in each program.

Comprehensive Examinations — The candidate will have an opportunity to demonstrate professional growth through an written and/or oral examination covering education and major program components taken in conjunction with the Capstone Seminar. A portfolio review is also required.
Curriculum Change Form

(Present only one proposed curriculum change per form)

(Complete only the section(s) applicable.)

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<tr>
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<tr>
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<td>08/26/10</td>
<td>Graduate Council*</td>
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<td>College Curriculum Committee</td>
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<td>General Education Committee*</td>
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<td>9/28/10</td>
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<td>Council on Postsecondary Edu.***</td>
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*If Applicable (Type NA if not applicable.)

**Approval needed for new, revised, or suspended programs

***Approval/Posting needed for new degree program or certificate program

****If “yes”, SACS must be notified before implementation. Please contact EKU’s Office of Institutional Effectiveness.

Completion of A, B, and C is required: (Please be specific, but concise.)

**A. Specific action requested:** (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)

Revise the Master of Arts in Education - Secondary Education program to meet KY EPSB requirements for the Kentucky Teacher Leader Endorsement.

A. 2. Effective date: (Example: Fall 2001)

Spring 2011

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) Current students must complete the old program no later than January 31, 2013.

**B. The justification for this action:**

The Kentucky Education Professional Standards Board requires that all Masters Degrees leading to Rank II certification be revised to meet the requirements and standards for the Teacher Leader Endorsement. All existing Masters Degrees / Rank II programs must be closed to new students no later than December 2010.

**C. The projected cost (or savings) of this proposal is as follows:**

Personnel Impact: none

Operating Expenses Impact: none

Equipment/Physical Facility Needs: none

Library Resources: none
Part III. Recording Data for New, Revised, or Suspended Program

13. For a new program, provide the catalog description as being proposed.
14. For a revised program, provide the current program requirements using strikethrough for deletions and underlines for additions.
15. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program’s suspension.

MASTER OF ARTS IN EDUCATION with TEACHER LEADER ENDORSEMENT
Secondary Education

I. GENERAL INFORMATION

The curriculum is designed to help teachers certified to teach in secondary programs (P-12, 5-12, or 8-12) improve their professional skills, extend their knowledge of the subjects they teach, and increase their understanding of the intellectual, philosophical, sociological, psychological, and cultural foundations of effective education in order to serve as instructional leaders, teacher mentors, literacy or math coaches, instructional facilitators, department chairs and / or team leaders. The Master of Arts Degree in Secondary Education includes specializations in the following areas of content: Agriculture, Art, Biology, Business Education, English, Family Consumer Sciences, Mathematics: Computer Science, Mathematics: Mathematics, Music, Physical Education, Physical Science: Chemistry, Earth Science, or Physics, School Health, Social Studies: History, and Technology Education. Teacher Leader Endorsement – Candidates will be eligible to apply for the Teacher Leader Endorsement upon completion of this program.

II. ADMISSION REQUIREMENTS

Candidates must meet the admissions requirements of the Graduate School and have completed an initial teaching certification program. In addition, candidates must have earned an overall 3.0 undergraduate GPA or a 3.0 in the last 60 hours completed and submitted official test scores for either the GRE or Miller Analogies Test (MAT). Scores on the GRE/MAT are used in conjunction with the undergraduate GPA and other criteria in selecting candidates for admission. The GRE or Miller’s Analogies Test is required for clear admission to the M.A.Ed. program in Elementary Education. In the case of multiple tests, the best overall test score is used for review purposes. In addition to other criteria, a minimum total GRE score of 790 with verbal and quantitative subtest scores of at least 300 is required for clear admission to all options of the M.A.Ed. program in Elementary Education. As an alternative to the GRE, a raw score of 388 on the Miller’s Analogies Test or passing scores on all required Kentucky PRAXIS II initial teaching exams will also meet the admission test requirement. Candidates must have completed an initial–teaching certification program. In addition, candidates must have earned an overall 3.0 undergraduate GPA or a 3.0 in the last 60 hours completed. Candidates must also meet the general requirements of the Graduate School. Candidates whose applications are not complete by the admission deadline may, upon the recommendation of the faculty, be admitted provisionally.

III. Program Requirements

Teacher Leader Core: ……………………15 hours
ETL 800, 801, 802, 803, 804 ……………………15 hours
and one of ELE 810, EMG 806 or ESE 863 ……………………12 hours
EMS 889 Teacher Leader Capstone Seminar ……………………3 hours
Supporting Coursework ……………………6 hours
EMG 806 or ESE 774 ……………………3 hours
One of the following:
EMS 818, 830, 842, 855, 880, EDF 855, SED 800 ……………………3 hours
Content Area Specialization ……………………9 hours
Subject matter: courses selected to strengthen candidate’s knowledge in area(s) of certification.
Minimum Program Total ……………………30 hours
Specialization Options ……………………9 hours
Courses selected from candidate’s area(s) of certification.

Agriculture ……………………9 hours
AGR 701*, 770*, 777, 807*, or OHO 807. (*May be retaken to a maximum of 6 hours with advisor approval.)
Art ……………………9 hours
ART 760*, 762, 800*, 810*, 820*, 830*, 840*, 863*, 870*, or 880.* (*May be retaken to a maximum of 6 hours with
advisor approval.)

**Biology................................................................. 9 hours**
9 hours of 700/800 level courses in BIO or CNM with advisor approval.

**Business Education.............................................. 9 hours**
ACC 721, 750, 820, 850, CCT 760, 770, 780, 850, CIS 850, 860, ECO 790, 810, 850, GBU 850, 855, MGT 821, 850, others with advisor approval. You may also select your elective from this list.

**English .................................................................... 9 hours**
At least one course from each of the following areas:

- **AREA I:** ENG 730, 750, 833, 850, 853, 854, 860, 861, 862, 870, 873, 876, 878, 880, others with advisor approval.
- **AREA II:** ENG 702, 710, 715, 720, 725, 800, 804, 807, 808, 809, 810, 825, 863, others with advisor approval.

Three hours of ENG 805 Writing Project may be used in Area II.

**Family and Consumer Science Education............... 9 hours**
AD M 750, 810, CDF 741, 744, 747, 750, 849, FCS 750, NFA 700, 709, 717, 811, 841.

**Mathematics: Mathematics Education..................... 9 hours**
9 hours of 700/800 level courses in MAT, MAE, STA, or CSC with advisor approval.

**Music................................................................. 9 hours**
*At least one three hour course at the 800 level must be selected.

**Physical Education............................................... 9 hours**
Select two courses from one category and one course from each of the remaining categories.
9 hours from at least two different foundation areas:

- **Physical-Quantitative Foundation Area:**
  PHE 775, 812, 821, 831, 895
- **Social-Cultural Foundation Area:**
  PHE 822, 848, 891
- **Professional-Administrative Foundation Area:**
  PHE 835, 851, 869, 875
- **Developmental-Behavioral Foundation Area:**
  PHE 762, 823, 833, 852

**Physical Science: Chemistry, Earth Science, or Physics............................................... 9 hours**
9 hours of 700/800 level courses in CHE, GLY, or PHY with advisor approval.

**School Health...................................................... 9 hours**
HEA 810, 875; 6 hours from HEA 790, 792, 793, 795, 807, 855, 880, other options with advisor approval.
Candidates seeking initial certification in School Health must also complete EME 786 (this course may be used as an elective).

**Social Studies: History......................................... 9 hours**
HIS 716, 800, 849, 860, 861, 862, 863, 864, 865, others with advisor approval.

**Technology Education......................................... 9 hours**
CTE 861, 863, 864, 865, 888, TEC 801, 830, 831, 833, 867, other options with advisor approval.

**Total Requirements ............................................. 30 hours**

**IV. EXIT REQUIREMENTS**
The following are the exit requirements for all Master of Arts in Education - Secondary Education programs:

**Program GPA:** Candidates must earn overall GPA of 3.0 or higher, with no grade lower than a C.
**Research Requirement**: an action research project which culminates in a technology enhanced presentation is required in the Capstone Seminar, ETL 804, or designated course in each program.

**Comprehensive Examinations** — The candidate will have an opportunity to demonstrate professional growth through an *written* and *oral* examination covering education and major program components *taken in conjunction with the Capstone Seminar*. A portfolio review is *also* required.
### Curriculum Change Form

(Present only one proposed curriculum change per form)

(Complete only the section(s) applicable.)

<table>
<thead>
<tr>
<th>Part I</th>
<th>(Check one)</th>
<th>New Course (Parts II, IV)</th>
<th>Course Revision (Parts II, IV)</th>
<th>Hybrid Course (&quot;S,&quot; &quot;W&quot;)</th>
<th>Course Dropped (Part II)</th>
<th>New Program (Part III)</th>
<th>Program Revision (Part III)</th>
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<td>Department Name</td>
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<td>*Course Prefix &amp; Number</td>
<td>*Course Title (30 characters)</td>
<td>*Program Title</td>
<td>Master of Arts in Education - Gifted Education</td>
<td>Provide only the information relevant to the proposal.</td>
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<td>(Major X, Option ___; Minor ___; or Certificate ___)</td>
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**Is this a SACS Substantive Change?**
- Yes****  
- No X

**Completion of A, B, and C is required: (Please be specific, but concise.)**

**A. Specific action requested:** (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)

Revise the MAEd Gifted Education program to meet KY EPSB requirements for the Kentucky Teacher Leader Endorsement.

**A. Effective date:** (Example: Fall 2001)

Spring 2011

**A.3. Effective date of suspended programs for currently enrolled students:** (if applicable) Current students must complete the old program no later than January 31, 2013.

**B. The justification for this action:**

The Kentucky Education Professional Standards Board requires that all Masters Degrees leading to Rank II certification be revised to meet the requirements and standards for the Teacher Leader Endorsement. All existing Masters Degrees / Rank II programs must be closed to new students no later than December 2010.

**C. The projected cost (or savings) of this proposal is as follows:**

- Personnel Impact: none
- Operating Expenses Impact: none
- Equipment/Physical Facility Needs: none
- Library Resources: none
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<tr>
<td>16.</td>
<td>For a new program, provide the catalog description as being proposed.</td>
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<td>17.</td>
<td>For a revised program, provide the current program requirements using <em>strike through</em> for deletions and <em>underlines</em> for additions.</td>
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<td>18.</td>
<td>For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program’s suspension.</td>
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</table>

**New or Revised* Program Text**

(*Use strike through for deletions and underlines for additions.*)
Masters of Arts in Education with Teacher Leader Endorsement

Gifted Education
This program offers individuals certified to teach at the elementary, middle grade, and secondary levels or variations thereof an additional certification option in Gifted Education (P-12) while improving their professional skills, extending their knowledge of the subjects they teach, and increasing their understanding of the intellectual, philosophical, sociological, psychological, and cultural foundations of effective education in order to serve as gifted and talented coordinators, instructional leaders, teacher mentors, instructional facilitators, department chairs and / or team leaders.

Teacher Leader Endorsement – Candidates will be eligible to apply for the Teacher Leader Endorsement upon completion of this program.

II. Admission Requirements
Candidates must meet the admissions requirements of the Graduate School and have completed an initial teaching certification program. In addition, candidates must have earned an overall 3.0 undergraduate GPA or a 3.0 in the last 60 hours completed and submitted official test scores for either the GRE or Miller Analogies Test (MAT). Scores on the GRE/MAT are used in conjunction with the undergraduate GPA and other criteria in selecting candidates for admission. The GRE or Miller’s Analogies Test is required for clear admission to the M.A.Ed. program in Elementary Education. In the case of multiple tests, the best overall test score is used for review purposes. Candidates must have completed an initial teaching certification program. In addition, candidates must have earned an overall 3.0 undergraduate GPA or a 3.0 in the last 60 hours completed. Candidates must also meet the general requirements of the Graduate School. Candidates whose applications are not complete by the admission deadline may, upon the recommendation of the faculty, be admitted provisionally.

III. Program Requirements:

Teacher Leader Core...........................................42 15 hours
ETL 800, 801, 802, 803, 804........................................9 hours
One course the following list ....................................3 hours
ELE 810, EMG 810, ESE 863.*

*Selection of specific courses will be based upon prior level of preparation and candidate need.

Gifted Education Component ................................12 hours
EMS 855, 856, 857, 858..........................12 hours

Program Specific Supporting Coursework..............6 3 hours

EMS 853.................................................................3 hours
One of the following:
(ESE 774, EMG 806, ELE 871, EPY 816,
SED 800, EDF 855, EMS 818, 830, 842, 853, 854).......3 hours

Minimum Program Total ........................................30 hours

Candidates may apply for gifted certification after completing EMS 855, 856, 857, and 858.

IV. EXIT REQUIREMENTS
The following are the exit requirements for Gifted Education:

Program GPA: Candidates must earn overall GPA of 3.0 or higher, with no grade lower than a C.

Thesis — The thesis is not required, however, an action research project which culminates in a technology enhanced presentation is required in the Capstone Seminar, ETL 804 or designated course in each program.

Comprehensive Examinations — The candidate will have an opportunity to demonstrate professional growth through an written and/or oral examination covering education and major program components taken in conjunction with the Capstone Seminar. A portfolio review is also required.

Teacher Leader Endorsement — Candidates will be eligible to apply for the Teacher Leader Endorsement upon completion of this program.
**Curriculum Change Form**  
(Present only one proposed curriculum change per form)  
(Complete only the section(s) applicable.)

### Part I

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#### Proposal Approved by:
- **Departmental Committee**: 9/1/10
- **College Curriculum Committee**: 9/28/10
- **General Education Committee**: 9/28/10
- **Teacher Education Committee**: 9/28/10
- **Council on Academic Affairs**
- **Faculty Senate**
- **Board of Regents**
- **Council on Postsecondary Edu.**

**Is this a SACS Substantive Change?**
- Yes****
- No

*If Applicable (Type NA if not applicable.)
**Approval needed for new, revised, or suspended programs
***Approval/Posting needed for new degree program or certificate program
****If “yes”, SACS must be notified before implementation. Please contact EKU’s Office of Institutional Effectiveness.

**Completion of A, B, and C is required: (Please be specific, but concise.)**

**A. 1. Specific action requested:** (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
   1) Revise the Master of Arts in Education in Special Education Program admission requirements for each option
   2) Revise course requirements within the Master of Arts in Education in Special Education to meet KY EPSB requirements for Kentucky Teacher Leader Endorsement.

**A. 2. Effective date:** (Example: Fall 2001)
- Spring, 2011

**A. 3. Effective date of suspended programs for currently enrolled students:** (if applicable)
- Current students must complete the old program no later than January 31, 2013

**B. The justification for this action:**
The Kentucky Education Professional Standards Board requires that all Master degree programs leading to Rank II be revised to meet the requirements and standards for the Teacher Leader Endorsement. All existing Master Degree/Rank II programs must be closed to new students no later than December 31, 2010.

**C. The projected cost (or savings) of this proposal is as follows:**
- **Personnel Impact:** None
- **Operating Expenses Impact:** None
- **Equipment/Physical Facility Needs:** None
- **Library Resources:** None
Part III. Recording Data for New, Revised, or Suspended Program

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using strikethrough for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text
(*Use strikethrough for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

The Department of Special Education offers graduate programs leading to the Masters of Arts in Education in Communication Disorders, the Master of Arts in Education in Special Education with Teacher Leader Endorsement, Rank II and Rank I, and Director of Special Education. The special education Masters of Arts in Education and teaching certification options are learning and behavior disorders, deaf and hard of hearing, interdisciplinary early childhood education, and communication disorders. Options for the Master of Arts in Education in Special Education with Teacher Leader Endorsement are Learning and Behavior Disorders, Education of the Deaf and Hard of Hearing, and Interdisciplinary Early Childhood Education. In addition, the Department offers the Master of Arts in Education in Communication Disorders. Options for certification programs are Learning and Behavior Disorders, Education of the Deaf and Hard of Hearing, Interdisciplinary Early Childhood Education, and Moderate and Severe Disabilities. The Master of Arts in Education, non-teaching option, is offered in Interdisciplinary Early Childhood Education. Candidates should consult with a graduate advisor for the desired certification program as early as possible.

MASTER OF ARTS IN EDUCATION
Special Education with Teacher Leader Endorsement

I. GENERAL INFORMATION
Options in Learning and Behavior Disorders, Deaf and Hard of Hearing, and Interdisciplinary Early Childhood Education. Options for the Master of Arts in Education in Special Education with Teacher Leader Endorsement are Learning and Behavior Disorders, Education of the Deaf and Hard of Hearing, and Interdisciplinary Early Childhood Education.

II. ADMISSION REQUIREMENTS
For clear admission to the MAED program options with Teacher Leader Endorsement, the following programs must have:

- An undergraduate grade point average of 3.0 overall GPA of 3.0 overall or a 3.0 in the last 60 hours completed and program test requirement of:
- Minimum GRE scores of verbal 400, quantitative 350 OR a Combined GRE or 800 OR a Miller Analogies Test (MAT) raw score of 389.

Interdisciplinary Early Childhood Education
- Minimum GRE scores of verbal 400, quantitative 350 OR combined GRE verbal, quantitative scores of 750. GPA of 3.0, and an on-demand writing task scored by IECE faculty OR Miller analogies test (MAT) raw score of 389, 3.0 GPA and an on-demand writing task scored by IECE faculty OR GPA of 2.7 and composite GRE x GPA=2250 and an on-demand writing task scored by IECE faculty.

Learning and Behavior Disorders
- Minimum GRE scores of verbal 450 and quantitative 350 OR combined GRE verbal, quantitative scores of 800, a GPA of 3.0, and an on-demand writing task scored by LBD Faculty OR Miller analogies test (Mat) raw score of 389, GPA of 3.0, and an on-demand writing task scored by LBD faculty OR GPA of 2.7 and composite GRE x GPA=2400 and an on-demand writing task scored by LBD Faculty

Deaf and Hard of Hearing
- Minimum GRE scores of verbal 450, quantitative 350 and a GPA of 3.0 OR combined GRE verbal, quantitative scores of 800, and a GPA of 3.0.
III. PROGRAM REQUIREMENTS

Professional Core* ........................................................................................................9 hours
EPY 816, 869 .............................................................................................................. 6 hours
One of the following: ................................................................................................... 3 hours
EDF 837, 850, 855 or EMS 830.
All Options ..............................................................................................................15 hours

Teacher Leader Core......................................................... 15 hours
ETL 800, 801, 802, 803 and 804

Teaching Options: Candidates with provisional certification in LBD, DHH, and IECE
Learning and Behavior Disorders (LBD)
Prerequisite (LBD provisional certification)
SED 803, 804, 805, 810, and SED 886 one elective as approved by advisor.............. 15 hours

Deaf and Hard of Hearing (DHH)
Prerequisite (DHH provisional certification)
SED 803, 809, 810, 832, and SED 886 one elective as approved by advisor.............. 15 hours

Interdisciplinary Early Childhood Education (IECE)
Prerequisite (IECE provisional certification)
SED 801, 802, 805, 810, and SED 886 one elective as approved by advisor.............. 15 hours

Non-Teaching Option: Interdisciplinary Early Childhood Education (IECE)
Prerequisites for entering the IECE option are a bachelor’s degree in special education or in a related discipline from
an accredited institution. Prerequisite course work (completed or equivalent):
SED 104 or 575/775; SED 260, CDS 360 or SED 522/722; SED 341 or 590/790; SED 352, 372 or 576/776; SED
518/718; SED 375 or 574/774 or documented successful work experience with pre-school children with disabilities
approved by the academic advisor.

Teacher Leader Core......................................................... 15 hours
ETL 800, 801, 802, 803 and 804

Interdisciplinary Early Childhood Education (IECE)
SED 801, 802, 805, 810, and 886 elective as approved by advisor.............................. 15 hours

Program Requirements ...................................................................................................... 30 hours
Core ..................................................................................................................................... 15 hours
Electives* .............................................................................................................................. 6 hours

Note: graduate candidates who have completed a graduate course in research in Education, tests and
Measurements, and/or cultural
diversity and linguistic differences would select with their advisor a replacement Professional Education course from
the list for the
Rank II and I Professional Education listing courses. *SPLASH training will not be counted in the MAED in Special
Education.

IV. EXIT REQUIREMENTS

The following are the exit requirements for Middle Grade Education:
Program GPA: Candidates must earn overall GPA of 3.0 or higher, with no grade lower than a C.
Research Requirement: An action research project which culminates in a technology enhanced presentation is
required in the Capstone Seminar or designated course in each program.
Comprehensive Examinations — The candidate will have an opportunity to demonstrate professional growth
through a written and/or oral examination covering education and major program components. A portfolio review is
required.

Thesis — the thesis is not required. However, candidates with special research interests are encouraged to explore
thesis possibilities with their advisor. Comprehensive Examinations — the candidate will have an opportunity to
demonstrate professional growth through a written and/or oral examination covering education and major program
components.

children with disabilities approved by the academic advisor.

IV. EXIT REQUIREMENTS

The following are exit requirements for Master of Arts in Education in Special Education candidates:
Program GPA: Candidate must earn an overall GPA of 3.0 or higher, with no grade below a C.
Research Requirement: An action research project which culminates in a satisfactory written research report and
oral presentation is required in the Capstone Course (ETL 804).
Comprehensive Examinations: Candidate must pass written comprehensive examination.
Curriculum Change Form  
(Present only one proposed curriculum change per form)  
(Complete only the section(s) applicable.)

Part I

<table>
<thead>
<tr>
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Proposal Approved by:
Departmental Committee Date Graduate Council* 
December 2009 August 17, 2010

Is this a SACS Substantive Change? Yes**** No Council on Academic Affairs 

College Curriculum Committee Date Approved Disapproved 
January 12, 2010 Approved Disapproved 

General Education Committee* Date Faculty Senate** 
NA September 7, 2010 

Teacher Education Committee* Date Board of Regents** 
January 26, 2010 Board of Regents** 
9/28/10 Council on Postsecondary Edu.*** 

*If Applicable (Type NA if not applicable.) 
**Approval needed for new, revised, or suspended programs 
***Approval/Posting needed for new degree program or certificate program 
****If “yes”, SACS must be notified before implementation. Please contact EKU’s Office of Institutional Effectiveness.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
Revise MAEd in Instructional Leadership degree title and components of the program to reflect the requirements and standards for the new Teacher Leader Endorsement. Per an EPSB mandate, all existing Masters degrees/Rank II programs must be closed to new students no later than December 2010.

A. 2. Effective date: (Example: Fall 2001)
Fall 2010 Spring 2011

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) Current students must complete the old program no later than January 31, 2013.

B. The justification for this action:
This revised degree program is in response to the EPSB mandate to provide programs that train teachers to be Teacher Leaders. This program will provide two options: The first option, Teacher Leadership for Student Learning, will provide the proficiency knowledge base for candidates who may later choose to pursue school principal certification. The second option, Safety and Facilities Management in Educational Settings, provides candidates another avenue for earning a School Safety Endorsement. Candidates will be eligible to apply for the Teacher Leader Endorsement upon completion of 15 required hours.

C. The projected cost (or savings) of this proposal is as follows:
Personnel Impact: None
Operating Expenses Impact: None
Part III. Recording Data for New, Revised, or Suspended Program

19. For a new program, provide the catalog description as being proposed.
20. For a revised program, provide the current program requirements using *strikethrough* for deletions and *underlines* for additions.
21. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program’s suspension.

New or Revised* Program Text
(*Use *strikethrough* for deletions and *underlines* for additions.)

SEE BELOW – It should be noted that the Department of Educational Leadership and Policy Studies is revising the School Principal, Level 1 and 2, Supervisor of Instruction, Director of Pupil Personnel, and Superintendent of Schools programs to be certification only. The paperwork for the certification only programs will be presented at a later meeting.

2009/10 GRADUATE CATALOG – PAGES 69-70

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES

Dr. James Rinehart, Chair
Dr. Robert Biggin, Associate Chair

Graduate Coordinators/Advisor:
Dr. Biggin, MAEd and Certification;
Dr. Rinehart, EdD and EdS
www.education.eku.edu
Combs 406, (859) 622-1125

I. GENERAL INFORMATION
The Department of Educational Leadership offers degree and non-degree graduate programs in educational leadership.

Master of Arts in Education in Instructional Leadership
Rank I Programs
Educational Leadership
Specialist in Education
Education Administration and Supervision

Educational Leadership Program Descriptions
Educational Leadership programs are designed to build a professional knowledge base, leadership and management skills, and positive attitudes among aspiring educational and school district leaders. The courses and experiences address the Interstate School Leaders Licensure Consortium and Technology Standards for School Administrators that has been adopted by the Kentucky Education Professional Standards Board in partnership with the National Council for Accreditation of Teacher Education.

The Instructional Leadership – School Principal (all grades) program prepares educational leaders and managers for leadership positions with P-12 schools. Initial certification for school principal requires completion of an approved master’s degree, Level I or Level II program completion, three years of teaching experience, and successful completion of the School Leaders Licensure Assessment and the Kentucky Principal test.

The Supervisor of Instruction program prepares instructional supervisors for district-wide leadership. Initial certification for
supervisor of instruction requires completion of an approved master's degree, the courses required for Level II Principal certification, and three years of teaching experience.

The Director of Pupil Personnel Services program prepares directors and assistant directors of pupil personnel services for school district-wide leadership. Initial certification for director of pupil personnel services requires completion of an approved master's degree, the courses required for Level II Principal certification, and three years of teaching experience.

The Superintendent of Schools program prepares highly qualified candidates for district-wide leadership. Initial certification for school superintendent requires completion of an approved master's degree, the courses required for Level II Principal certification, three years of teaching, and two years of administrative experience.

II. ADMISSION REQUIREMENTS

Master of Arts in Education

A score of 300 on the verbal section of the Graduate Records Exam (GRE) or a scaled score of 360 on the Miller Analogies Test (GMAT).

3.0 GPA in the undergraduate degree or 3.0 GPA in the last 60 undergraduate hours or a 3.0 GPA in a minimum of 15 graduate hours.

Non-degree Certification Programs

Master's Degree.

3.0 GPA on graduate work.

III. PROGRAM REQUIREMENTS

Assessment Requirements

A program portfolio is required for each candidate admitted to the program. The portfolio will be continuously developed and assessed within each course. Content contained within the portfolio shall align with the Interstate School Leaders Licensure Consortium Standards that have been accepted by the Kentucky Education Professional Standards Board. The advisor of each candidate will review the portfolio at least once during Level I and/or Level II and at the completion of a candidate's program.

Departmental comprehensive exam.

Research Requirement

Complete an action research project in EAD 869.

MASTER OF ARTS IN EDUCATION

in Instructional Leadership

Curriculum Requirements

Master of Arts in Education in Instructional Leadership

EAD 801, 810, 824, 827, 828, 831, 846, 869, EMS 850.

LEVEL I (Principal's Certificate)

Instructional Leadership

EAD 801, 810, 827, 828, 834, 869, EMS 850. (with a previously completed Master's Degree)

LEVEL II (Principal's Certificate)

Instructional Leadership

EAD 824, 831, 846.

Additional Certification Options

Supervisor of Instruction

EAD 849, 859, EPY 816; SED 775, 800, or 810.

Director of Pupil Personnel Services

EAD 808, 821, 849, 859, EPY 816; SED 775, 800, or 810.

Superintendent of Schools

EAD 839, 849, 859, 879.
A master’s degree is required to receive initial certification in a Level I or Level II Principal program.

A Kentucky classroom teaching certificate and appropriate years of teaching and administrative experience as described above are required.

The following are the exit requirements for all options of the Master of Arts in Education - Educational Leadership. There are no exit requirements for certificates.

**Thesis** — A thesis is not required in this program; however, an action research project which culminates in a technology enhanced presentation is required in the Capstone Seminar.

**Comprehensive Examinations** — The candidate will have an opportunity to demonstrate professional growth through a written and/or oral examination covering education and major program components.

**Certification** — Candidates seeking principal certification must successfully complete the School Leadership Licensure Assessment (SLLA) and the Kentucky Principal’s Test to be recommended for certification.

---

### MASTER OF ARTS IN EDUCATION

#### in Instructional Leadership

#### I. GENERAL INFORMATION

The Teacher Leader in Instructional Leadership degree is designed to prepare teachers to be essential contributors to the shared leadership in the school. Teacher leadership is a ground level collaborative to strengthen teacher performance. This degree program provides two options. The first option, Teacher Leadership for Student Learning, will provide the proficiency knowledge base for teachers who may later choose to pursue a school principal master’s degree. The second option, Safety and Facilities Management in Educational Settings, provides teachers an avenue for earning a School Safety Endorsement. **Teacher Leader Endorsement** — Candidates will be eligible to apply for the Teacher Leader Endorsement upon completion of this program.

#### II. ADMISSION REQUIREMENTS

A minimum total GRE score of 700 with verbal and quantitative subtest scores of at least 300 is required for clear admission to all options of the M.A.Ed. program in Teacher Leader for Instruction. As an alternative to the GRE, a raw score of 388 on the Miller’s Analogies test or passing scores on all required Kentucky PRAXIS II initial teaching exams will meet the admission test requirement. Candidates must have completed an initial teaching certification program. In addition, candidates must have earned an overall 3.0 undergraduate GPA or a 3.0 in the last 60 hours completed. Candidates must also meet the general requirements of the Gradate School.

#### III. PROGRAM REQUIREMENTS

**Curriculum Requirements**

<table>
<thead>
<tr>
<th>Teacher Leader Core</th>
<th>Option 1: Teacher Leadership for Student Learning</th>
<th>Option 2: Safety and Facilities Management in Educational Settings</th>
<th>Total Program Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ETL 800, 801, 802, EMS 850, 869 ETL 803, 804</td>
<td>EAD 811, 812, EME 866</td>
<td>EAD 840; SSE 870, 871, 873</td>
<td>30 hours</td>
</tr>
</tbody>
</table>

Candidates will be eligible to apply for the Teacher Leader Endorsement upon completion of these 15 hours.

**Option 1: Teacher Leadership for Student Learning**

- EME 866, ESE 750, ESE 774
- EME 873, EMG 806, or ESE 774
- SED 775, 800, or 810

3 hours 3 hours 3 hours

**Option 2: Safety and Facilities Management in Educational Settings**

- EAD 840; SSE 870, 871, 873
- SSE 872 or COU 847

12 hours 3 hours

Candidates will be eligible to apply for the School Safety Endorsement upon completion of these 15 hours.

**Total Program Hours**

30 hours

#### IV. EXIT REQUIREMENTS

Program GPA: Candidates must earn overall GPA of 3.0 or higher, with no grade lower than a C.

A field-based research project, which culminates in a technology-enhanced presentation, is required in the Capstone
Seminar or in a designated course in each option, or as part of the written and oral comprehensive examination. A portfolio review may be required. (What is the format for the comp exam? Written, oral, or both?)
## Curriculum Change Form

(Present only one proposed curriculum change per form)

(Complete only the section(s) applicable.)

### Part I

<table>
<thead>
<tr>
<th>(Check one)</th>
<th>Department Name</th>
<th>Curriculum and Instruction Education Leadership &amp; Policy Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Course (Parts II, IV)</td>
<td>College</td>
<td>Education</td>
</tr>
<tr>
<td>X Course Revision (Parts II, IV)</td>
<td>*Course Prefix &amp; Number</td>
<td>ETL 800</td>
</tr>
<tr>
<td>Hybrid Course (“S,” “W”)</td>
<td>*Course Title (30 characters)</td>
<td>Leadership Skills for Teachers</td>
</tr>
<tr>
<td>Course Dropped (Part II)</td>
<td>*Program Title</td>
<td></td>
</tr>
<tr>
<td>New Program (Part III)</td>
<td>(Major __, Option __; Minor __; or Certificate __)</td>
<td></td>
</tr>
<tr>
<td>Program Revision (Part III)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Suspended (Part III)</td>
<td>*Provide only the information relevant to the proposal.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proposal Approved by:</th>
<th>Date</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Departmental Committee</td>
<td>11/12/09</td>
<td>Graduate Council*</td>
</tr>
<tr>
<td>College Curriculum Committee</td>
<td>8/24/09</td>
<td>Council on Academic Affairs</td>
</tr>
<tr>
<td>General Education Committee*</td>
<td>N/A</td>
<td>Faculty Senate**</td>
</tr>
<tr>
<td>Teacher Education Committee*</td>
<td>9/28/10</td>
<td>Board of Regents**</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Council on Postsecondary Edu.***</td>
</tr>
</tbody>
</table>

*If Applicable (Type NA if not applicable.)

**Approval needed for new, revised, or suspended programs

***Approval/Posting needed for new degree program or certificate program

****If “yes”, SACS must be notified before implementation. Please contact EKU’s Office of Institutional Effectiveness.

### Completion of A, B, and C is required: (Please be specific, but concise.)

**A. 1. Specific action requested:** (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)

Create a new course for all Masters Degrees leading to the Kentucky Teacher Leader Endorsement

B. The justification for this action:

**New course developed to provide content of leadership theories, concepts and skills in educational environments – for the Kentucky Teacher Leader Endorsement and Rank II Certification.**

**C. The projected cost (or savings) of this proposal is as follows:**

| Personnel Impact: None |
| Operating Expenses Impact: NA |
| Equipment/Physical Facility Needs: NA |
| Library Resources: No additional Resources Needed. |

### Part II. Recording Data for New, Revised, or Dropped Course

(For a new required course, complete a separate request for the appropriate program revisions.)
For a new course, provide the catalog text.

For a revised course, provide the current catalog text with the proposed text using strikethrough for deletions and underlines for additions.

For a dropped course, provide the current catalog text.

<table>
<thead>
<tr>
<th>New or Revised* Catalog Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>(*Use strikethrough for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)</td>
</tr>
</tbody>
</table>

ETL 800 Leadership Skills for Teachers. (3) A. In-depth study of the key concepts, theories, practices, and procedures of teacher leaders in educational environments. This course must be taken within the first six hours of a candidate’s program.

ETL 800 Leadership Skills for Teachers. (3) A. In-depth study of the key concepts, theories, practices, and procedures of teacher leaders in educational environments. This course must be taken within the first six hours of a candidate’s program.
### Part IV. Recording Data for New or Revised Course

<table>
<thead>
<tr>
<th>Course prefix (3 letters)</th>
<th>Course Number (3 Digits)</th>
<th>Effective Term (Example: Fall 2001)</th>
<th>College/Division: UP</th>
<th>Dept. (4 letters)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>ETL</td>
<td>800</td>
<td>Fall 2010 - Spring 2011</td>
<td>AS ___ JS ___</td>
<td>CURIELPS</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>BT ___ EM</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ED X ___ PC ___</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>HS</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credit Hrs.</th>
<th>Weekly Contact Hrs.</th>
<th>Repeatable Maximum No. of Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Lecture ___ Laboratory ___ Other ___</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Schedule Type* (List all applicable)</th>
<th>Work Load (for each schedule type)</th>
<th>Grading Mode*</th>
<th>Class Restriction, if any: (undergraduate only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 W, 1, B, T, V, W</td>
<td>3</td>
<td>N</td>
<td>FR ___</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>JR ___</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SO ___</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SR ___</td>
</tr>
</tbody>
</table>

Grading Information: Course is eligible for IP (in-progress grading) for: Check all applicable

- Thesis
- Internship
- Independent Study
- Practicum

<table>
<thead>
<tr>
<th>FOR BANNER USE ONLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of data entry</td>
</tr>
<tr>
<td>Data entry person</td>
</tr>
</tbody>
</table>

Co-Requisites and Prerequisites **See definitions on following page**

#### Co-Requisite(s):
(List only co-requisites. See below for prerequisites and combinations.)

<table>
<thead>
<tr>
<th>Course Prefix and No.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

#### Prerequisite(s):
(List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)

<table>
<thead>
<tr>
<th>Course Prefix and No.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Test Scores

<table>
<thead>
<tr>
<th>Minimum GPA (when a course grouping or student cumulative GPA is required)</th>
</tr>
</thead>
</table>

| Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)
<table>
<thead>
<tr>
<th>Course Prefix and No.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Test Scores

<table>
<thead>
<tr>
<th>Minimum GPA (when a course grouping or student cumulative GPA is required)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Equivalent Course(s): (credit not allowed with; or formerly©</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks ( e.g. – IVB(3) X ).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Block I (9)</td>
</tr>
<tr>
<td>IA (3)</td>
</tr>
<tr>
<td>IB (3)</td>
</tr>
<tr>
<td>IC (3)</td>
</tr>
</tbody>
</table>
NOTE: Do not forward validation tables with curriculum form.

Eastern Kentucky University
Department of Educational Leadership & Policy Studies
ETL 800, Leadership Skills for Teachers, CRN
3 credit hours

Professor’s Name
Professor’s Office #
Professor’s Contact Information
(Phone and e-mail)

1. Catalog Course Description: In-depth study of the key concepts, theories, practices, and procedures of teacher leaders in educational environments. This course must be taken within the first six hours of a candidate’s program. (14 hours of field experience)

2. Text/Readings:


3. Student Learning Outcomes:

   Teacher leader candidates will:

1. Evaluate and synthesize the definition of teacher leader.
2. Explore and evaluate qualities of effective leadership through discussions and readings within a professional learning community.
3. Analyze various research-based leadership approaches and use the approaches to describe and evaluate the behavior of formal and informal leaders within their setting.
4. Identify, practice, and evaluate communication skills such as listening, presenting, clarifying, and mediating and their impact on effective collaboration.
5. Identify, evaluate, and reflect upon activities that build collaborative relationships among parents, families, colleagues, and communities as a teacher leader.
6. Explain how teacher leaders can demonstrate respect and consideration for social, cultural, ethnic, economic, and other diversities in their educational decisions.
7. Identify personal strengths and areas for growth in leadership skills and dispositions using multiple self-analysis instruments.
8. Based on results from self-analysis instruments, design and implement a professional growth plan (PGP) to drive continuous improvement in leadership skills.

4. Evaluation Methods
Grades in this class will be based on the number of points that the candidate obtains during the semester. There are a total of 450 points available.

<table>
<thead>
<tr>
<th>Plan, implement, and take a leadership role in a professional learning community (PLC) with classroom peers. Within this PLC, candidates will identify, discuss and evaluate the characteristics of effective leaders by: 1) analyzing the various leadership approaches of leaders in their setting and reflecting upon the effectiveness of those approaches; (2) completing and synthesizing various readings including, but not limited to, leadership case studies and mentoring literature (3) discussing the impact of communication skills on effective collaboration; and (4) explaining how various diversities impact school decisions. The goal of this professional learning community is for the candidate to synthesize the essential characteristics of effective leaders.</th>
<th>250 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design and implement a Professional Growth Plan based on needs identified in skills and dispositions for leadership within the self-assessment instruments. In the plan, the candidate will articulate clearly and precisely the targeted leadership skills and dispositions; write specific, measurable objectives leading to the development of the targeted leadership skills and disposition, design professional development activities to support the achievement of these objectives. In addition, the candidate will reflect on relationships that exist between their self-assessment and their professional growth plan including necessary changes and begin implementation of the Professional Growth Plan.</td>
<td>150 points</td>
</tr>
<tr>
<td>Record and analyze current policy, practices, and activities within their current school setting related to working with parents, families, and community resources, and develop a plan to expand or build more collaborative relationships with these partners. Candidates must implement one component of this plan within their educational setting and reflect upon its effectiveness.</td>
<td>50 points</td>
</tr>
</tbody>
</table>

| Grades and Point Requirements |
|---|---|---|
| Grades | Percentage | Points |
| A | 92 - 100% | 450 – 414 |
| B | 82 - 91% | 413 – 369 |
| C | 72 - 81% | 368 – 324 |
| D | 62 - 71% | 323 – 279 |
| F | Below 65% | 278 - Below |

5. **Student Progress:**
  Students will be assessed on a continuous basis and will be informed of their progress at least once prior to midterm either through the use of Blackboard or by written feedback on assignments.

6. **Attendance Policy:**
  Regular attendance is expected in each class of this course. Students are responsible for making-up any missed assignments when they must be absent. Instructor approval is necessary to make-up missed tests or to extend an assignment deadline. The instructor reserves the right to adjust the grade of or refuse to accept late assignments.

7. **Last Date to Drop the Course:** The last day to withdraw from full semester classes or the university can be found in the University academic calendar.
8. Disability Statement: If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the Office in the Student Services Building Room 361 by email at disserv@eku.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in an alternative format.

9. Academic Integrity Statement: Candidates are advised that EKU’s Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

10. Official E-mail: An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.

11. Course Requirements:
   1. Analysis of leadership approaches used by leaders in their settings and reflection on the effectiveness of each approach
      To identify, describe, compare and contrast leadership approaches, candidates will review literature on leadership approaches, will develop a graphic organizer showing similarities and differences of the approaches. Candidates will then identify the approaches used by leaders in their setting and then evaluate the effectiveness of each approach. This report will be worth 50 points. (Field Experience 2 hours).

   2. Complete a professional growth plan with regard to leadership skills and dispositions
      To help you identify areas of strengths and areas for improvement in your own teaching practices related to being a teacher leader, you will evaluate your skills in the following areas: collaboration with school personnel, parents, and community members; effective communication, and mentoring. These areas can be evaluated using different measures, such as interviews with others, survey information, or formal and informal evaluation. This assignment will be graded in two parts. The pieces of evidence collected to document your practices will be worth 25 points each for a total of 125 points. Then you will write a critical analysis of your findings in the form of a professional growth plan—a self reflection on your skills related to being a teacher leader. This report will be worth 50 points.

   3. Analyze current practices, then develop a plan for effective collaboration with parents, families, and the community
      To help you identify areas of strengths and areas for improvement in your own school as they relate to effective collaboration, you will evaluate your school’s collaboration with parents, families, and the overall community. These areas can be evaluated using different measures. For example, to evaluate collaboration with parents and families, you might interview other teachers and administrators to see what they do to include parents and siblings, analyze any school-wide or district-wide activities for parents or siblings, and/or survey parents about collaboration efforts. For an understanding of collaboration efforts with community resources you could check on which businesses are already partners with schools, athletics, sponsors for clubs, etc. Using the information you have collected, you will write a critical analysis of current practices then develop
a plan for how to improve collaboration efforts with these educational partners based on your findings. This assignment will be graded in two parts. The pieces of evidence collected to document your school’s current practices will be worth 25 points and your improvement plan will be worth 75 points for a total of 100 points.

(4) Field Experience 4 hours.

4. Written synthesis of effective mentoring for specific program area
To increase awareness and differentiation of the varying models of mentoring you will research and analyze these models as they relate to your specific program area (regular education, special education, principal, etc.). You will provide a written synthesis of these models outlining similarities and differences, along with your personal analysis of which model you believe is most effective. This paper should be approximately 5-10 pages long with references in APA format. This assignment is worth 50 points.

5. Research develop and implement a professional learning community.
Candidates will keep a log of all their activities and plans and submit them to their instructor. Candidates will participate in a PLC in their work setting or in the class itself.

(4) Field Experience 8 hours.

### Scoring Guide for Professional Growth Plan

**ETL 800**

<table>
<thead>
<tr>
<th>Leadership skill or disposition that is targeted</th>
<th>Novice</th>
<th>Apprentice</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate defines one or two leadership skills or dispositions. Selected targets do not correlate to self assessments and/or defined poorly</td>
<td>Candidate defines one or two leadership skills or dispositions that correlate to self assessments</td>
<td>Candidate defines two or three leadership skills or dispositions that correlate to self assessments as priority</td>
<td>Candidate clearly defines two to three leadership skills or dispositions that correlate to self-assessments as priority</td>
<td></td>
</tr>
<tr>
<td>Objective</td>
<td>Candidate has objectives for only a few of the leadership skills or disposition. Objectives are not measurable and lack precision.</td>
<td>Candidate has objectives for most of the leadership skills or dispositions but objectives are not measurable or precise</td>
<td>Candidate has established measurable objectives for most of the leadership skills or dispositions.</td>
<td>Candidate has established measurable, precise objectives for each of the leadership skills or dispositions</td>
</tr>
<tr>
<td>Plan</td>
<td>Candidate has developed a vague plan. Plan does not match objectives.</td>
<td>Candidate has developed a general plan of activities that align with most but not all of the objectives</td>
<td>Candidate has developed a detailed plan of activities that align with most but not all of the objectives</td>
<td>Candidate has developed a clear, detailed plan of activities that align with objectives</td>
</tr>
<tr>
<td>Method for assessment</td>
<td>Candidate has a general plan to measure growth but plan lacks clarity or does not align with targeted leadership skills or dispositions</td>
<td>Candidate has specified a general way to measure growth in some but not all of their objectives.</td>
<td>Candidate has specified a precise way to measure their growth in most of the targeted leadership skills or dispositions.</td>
<td>Candidate has specified a precise way to measure their growth in the targeted leadership skills or dispositions</td>
</tr>
<tr>
<td>Implementation</td>
<td>Candidate begins the plan but implementation lacks focus, clarity, and commitment. Plan not completed.</td>
<td>Candidate implements but does not complete the professional growth plan or completes it poorly.</td>
<td>Candidate implements and completes most of the professional growth plan as described. Adaptations that address the priority targets are made but not explained well.</td>
<td>Candidate implements and completes professional growth plan as described. May make appropriate adaptations that address the priority targets</td>
</tr>
<tr>
<td>Reflection Statement</td>
<td>Candidate fails to summarize progress made</td>
<td>Candidate summarizes progress</td>
<td>Candidate summarizes progress made toward</td>
<td>Candidate summarizes progress made toward</td>
</tr>
</tbody>
</table>

34
<table>
<thead>
<tr>
<th>Course Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1-2 – Teacher Leader Approaches</td>
</tr>
<tr>
<td>a. Research approaches</td>
</tr>
<tr>
<td>b. Compare and contrast approaches</td>
</tr>
<tr>
<td>c. Determine the approaches used by leaders in their setting</td>
</tr>
<tr>
<td>d. Reflect on the effectiveness of the approach</td>
</tr>
<tr>
<td>Week 3 – Effective Collaboration – Benefits, Barriers, and Models</td>
</tr>
<tr>
<td>Week 4-5 – Communication Skills</td>
</tr>
<tr>
<td>a-e. Theories of Communication</td>
</tr>
<tr>
<td>b-f. Communication Surveys and their Usefulness</td>
</tr>
<tr>
<td>e-g. Gender Differences in Communication</td>
</tr>
<tr>
<td>h. Barriers to Effective Communication</td>
</tr>
<tr>
<td>i. Skills to Improve Communication</td>
</tr>
<tr>
<td>4. Week 6-7 – Professional teacher leader communication skills (based upon the KODAK Teacher Leadership Five State Consortium application guide)</td>
</tr>
<tr>
<td>j. Interpersonal skills of trust, fairness, equity and diversity (organizational justice)</td>
</tr>
<tr>
<td>k. Speaking, writing, verbal, non-verbal, and digital communication as a teacher leader</td>
</tr>
<tr>
<td>l. Problem framing and solving</td>
</tr>
<tr>
<td>m. Conflict resolution</td>
</tr>
<tr>
<td>n. Placed based applications</td>
</tr>
<tr>
<td>5. Week 8 – Working with Families</td>
</tr>
<tr>
<td>o. Social, Cultural, Racial, Ethnic, and Economic Factors</td>
</tr>
<tr>
<td>p. Families of Students with Disabilities – Unique Needs</td>
</tr>
<tr>
<td>6. Week 9 – Working with Other Community Agencies</td>
</tr>
<tr>
<td>q. Resources for Parents, Teachers, Students</td>
</tr>
<tr>
<td>r. Local, State, and National Resources</td>
</tr>
<tr>
<td>Week 10-11 – Completion of case studies.</td>
</tr>
<tr>
<td>8. Week 12-13 – Professional Learning Communities</td>
</tr>
<tr>
<td>s. Developing Professional Learning Communities</td>
</tr>
<tr>
<td>t. Facilitation Professional Learning Communities</td>
</tr>
<tr>
<td>9. Week 14 – Mentoring Others</td>
</tr>
<tr>
<td>u. National Models</td>
</tr>
<tr>
<td>v. KTIP</td>
</tr>
<tr>
<td>10. Week 15-16 – Analyzing and Evaluating Teacher Leader Effectiveness</td>
</tr>
</tbody>
</table>
w. Professional Growth Plan (based upon the Kentucky Teacher Standards – advanced level 10.1 through 10.4, state, and national standards)

x. Peer Mentoring

y. Self Reflection
### Curriculum Change Form

(Present only one proposed curriculum change per form)

(Complete only the section(s) applicable.)

#### Part I

<table>
<thead>
<tr>
<th>(Check one)</th>
<th>Department Name</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Course (Parts II, IV)</td>
<td>Curriculum and Instruction</td>
<td>Education</td>
</tr>
<tr>
<td>Course Revision (Parts II, IV)</td>
<td>Educational Leadership &amp; Policy Studies</td>
<td></td>
</tr>
<tr>
<td>Hybrid Course (S, W)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Dropped (Part II)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Program (Part III)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Revision (Part III)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Suspended (Part III)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- *Course Prefix & Number* ETL 801
- *Course Title* (30 characters) Policy Evaluation for Teachers Leading Achievement Change
- *Program Title* (Major __, Option ___; Minor __; or Certificate ___)

*Provide only the information relevant to the proposal.*

<table>
<thead>
<tr>
<th>Proposal Approved by:</th>
<th>Date</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Departmental Committee</td>
<td>11/12/09</td>
<td>August 17, 2010</td>
</tr>
<tr>
<td><em>Is this a SACS Substantive Change?</em> Yes**** No X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Curriculum Committee</td>
<td>12/04/09</td>
<td>September 7, 2010</td>
</tr>
<tr>
<td>General Education Committee*</td>
<td>N/A</td>
<td>Faculty Senate**</td>
</tr>
<tr>
<td>Teacher Education Committee*</td>
<td>9/28/10</td>
<td>Board of Regents**</td>
</tr>
</tbody>
</table>

*If Applicable (Type NA if not applicable.)

**Approval needed for new, revised, or suspended programs

****If "yes", SACS must be notified before implementation. Please contact EKU’s Office of Institutional Effectiveness.

### Completion of A, B, and C is required: (Please be specific, but concise.)

**A. Specific action requested:** (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)

- Create a new course
- Revise an existing course for all Masters Degrees leading to the Kentucky Teacher Leader Endorsement

**A. Effective date:** (Example: Fall 2001)

- Fall 2010 - Spring 2011

**A. Effective date of suspended programs for currently enrolled students:** (if applicable)

- N/A December 2010

**B. The justification for this action:**

- New course developed to provide content of organizational management; relationships among educational related laws, regulations and policies for the Kentucky Teacher Leader Endorsement and Rank II Certification.

**C. The projected cost (or savings) of this proposal is as follows:**

- Personnel Impact: None
- Operating Expenses Impact: NA
- Equipment/Physical Facility Needs: NA
- Library Resources: No additional Resources Needed.
**Part II. Recording Data for New, Revised, or Dropped Course**

(For a **new required course**, complete a separate request for the appropriate program revisions.)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>For a new course, provide the catalog text.</td>
</tr>
<tr>
<td>8.</td>
<td>For a revised course, provide the current catalog text with the proposed text using <strong>strike-through</strong> for deletions and <strong>underlines</strong> for additions.</td>
</tr>
<tr>
<td>9.</td>
<td>For a dropped course, provide the current catalog text.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>New or Revised* Catalog Text</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(*Use <strong>strike-through</strong> for deletions and <strong>underlines</strong> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)</td>
</tr>
</tbody>
</table>

**ETL 801 Policy Evaluation for Teachers Leading Achievement Change. (3) A-Pre-req / co-req: ETL 800.** This course will prepare students in developing a theory of organizational management; investigating the relationships among laws, regulations and policies; and, evaluating the policies of an educational institution. The study of change theory and its application in educational settings by educational leaders, teacher leaders, professional staff, support staff, students and communities to improve student achievement. 14 field hours required.
### Part IV. Recording Data for New or Revised Course

**(Record only new or changed course information.**)

<table>
<thead>
<tr>
<th>Course prefix (3 letters)</th>
<th>Course Number (3 Digits)</th>
<th>Effective Term (Example: Fall 2001)</th>
<th>College/Division: UP</th>
<th>Dept. (4 letters)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>ETL</td>
<td>801</td>
<td>Fall 2010 - Spring 2011</td>
<td>AS          JS</td>
<td>CURIELPS</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>BT          EM</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>ED X        PC</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>HS</td>
<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Credit Hrs.</th>
<th>Weekly Contact Hrs.</th>
<th>Repeatable Maximum No. of Hrs.</th>
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<tbody>
<tr>
<td>3</td>
<td>Lecture ___</td>
<td>Laboratory ___ Other ___</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Schedule Type* (List all applicable)</th>
<th>Work Load (for each schedule type)</th>
<th>Grading Mode*</th>
<th>Class Restriction, if any: (undergraduate only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 W, 1, B, T, V, 3</td>
<td>N</td>
<td>N</td>
<td>FR ___ JR ___ SO ___ SR ___</td>
</tr>
</tbody>
</table>

**FOR BANNER USE ONLY**

Date of data entry _____________________________

Data entry person _____________________________

### Co-Requisites and Prerequisites

**See definitions on following page**

#### Co-Requisite(s):
(List only co-requisites. See below for prerequisites and combinations.)

<table>
<thead>
<tr>
<th>Course Prefix and No.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Prefix and No.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Test Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum GPA when a course grouping or student cumulative GPA is required</td>
</tr>
</tbody>
</table>

#### Prerequisite(s):
(List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)

<table>
<thead>
<tr>
<th>Course Prefix and No.</th>
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</thead>
<tbody>
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</tbody>
</table>

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<td>Minimum GPA when a course grouping or student cumulative GPA is required</td>
</tr>
</tbody>
</table>

#### Co-Requisite(s) and/or Prerequisite(s) Combination
(Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)

<table>
<thead>
<tr>
<th>Course Prefix and No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ETL 800</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Test Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum GPA when a course grouping or student cumulative GPA is required</td>
</tr>
</tbody>
</table>

#### Equivalent Course(s): (credit not allowed with; or formerly:)

<table>
<thead>
<tr>
<th>Course Prefix and No.</th>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Prefix and No.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

| Minimum GPA when a course grouping or student cumulative GPA is required |

#### Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks ( e.g. – IVB(3) X ).

<table>
<thead>
<tr>
<th>Block I (9)</th>
<th>Block II (3)</th>
<th>Block III (6)</th>
<th>Block IV (6)</th>
<th>Block V (9)</th>
<th>Block VI (3)</th>
<th>Block VII (6)</th>
<th>Block VIII (6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>IA (3)</td>
<td>II (3)</td>
<td>IIIA (3)</td>
<td>IVA (3)</td>
<td>VA (3)</td>
<td>VI (3)</td>
<td>VII (3)</td>
<td>VIII (3)</td>
</tr>
<tr>
<td>IB (3)</td>
<td>IIIB (3)</td>
<td>IVB (3)</td>
<td>VB (3)</td>
<td></td>
<td></td>
<td>VII (3)</td>
<td>VIII (3)</td>
</tr>
<tr>
<td>IC (3)</td>
<td></td>
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</tr>
</tbody>
</table>

**NOTE:** Do not forward validation tables with curriculum form.

39
Eastern Kentucky University  
Department of Educational Leadership & Policy Studies  
ETL 801, Leading Achievement Change, CRN  
3 credit hours  

Professor’s Name  
Professor’s Office #  
Professor’s Contact Information  
(Phone and e-mail)  

1. **Course Description:** (ETL 800 is a prerequisite or co-requisite) The study of change theory and its application in educational settings by educational leaders, teacher leaders, professional staff, support staff, students and communities to improve student achievement. (14 field / clinical hours required).

2. **Text/Readings:**  

3. **Student Learning Outcomes:**  
Teacher Leader candidates will:  
1) define the teacher leader role in effecting achievement change at the student, classroom, school and district levels  
2) compare and contrast a range of leadership approaches for school districts, schools, and other learning environments to determine which approaches would be appropriate in various settings to promote and effect improved student learning.*  
3) analyze how state, district, and school policies influence the potential for improving student achievement through Teacher Leadership.*  
4) analyze the literature in change theory to identify key components of change and the change process  
5) articulate how in-depth knowledge of leadership approaches, academic content, trends in curricula, best practices, school and district policies interact with the knowledge and understanding of the different backgrounds, ethnicities, cultures, and languages in the school community in promoting the targeted change
6) identify and articulate opportunities/issues/needs in the area of student achievement in their professional environment
7) use available quantitative and qualitative data, design and implement a change plan for the targeted achievement change within the context of their current educational setting.

*Objectives 2 and 3 are taken from Course 1- Understanding How Schools Work developed by the 5 State Leadership Consortium and were modified to increase their cognitive level on Bloom’s Taxonomy.

4. Course Requirements and Evaluation Methods

Grades in this class will be based on the number of points that the candidate obtains during the semester. There are a total of 350 points available.

<table>
<thead>
<tr>
<th>Assessment activity</th>
<th>Points Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates will develop a white paper in which they evaluate their school or agency’s policies (in schools, SBDM policies) to determine if they meet legal requirements, are designed to improve student performance, have been used to direct the organization’s work, and outline provisions for the use of teacher leaders. They will then propose policy changes to meet the evaluative criteria. (4 hours of field experience)</td>
<td>50 points</td>
</tr>
<tr>
<td>Candidates will create a graphic organizer in which they compare and contrast several research-based leadership approaches and explain how the various approaches would be used in different settings / circumstances.</td>
<td>50 points</td>
</tr>
<tr>
<td>Candidates will critically analyze case studies to identify and critique effective and ineffective change plans. (See rubric below)</td>
<td>50 points</td>
</tr>
<tr>
<td>Candidates will identify an area of student achievement need within the context of their classroom or educational setting, department or grade level, or school. Based on quantitative data (performance levels and scores) and qualitative data (contextual information related to the student (s), classroom, school, community characteristics), each candidate will design a detailed change plan for the targeted achievement change and implement the change plan. Candidates will submit the plan along with a reflective journal that documents their perception of themselves as leaders of change, effective strategies for leading change, the role of collaboration in achieving change, and strategies for sharing pedagogical information to effect achievement change. (10 field experience hours)</td>
<td>100 points</td>
</tr>
<tr>
<td>Total points</td>
<td>250 points</td>
</tr>
</tbody>
</table>

Grades and Point Requirements

<table>
<thead>
<tr>
<th>Grades</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92 - 100%</td>
<td>230-250</td>
</tr>
<tr>
<td>B</td>
<td>82 - 91%</td>
<td>213-229</td>
</tr>
<tr>
<td>C</td>
<td>72 - 81%</td>
<td>180-212</td>
</tr>
<tr>
<td>D</td>
<td>62 - 71%</td>
<td>155-179</td>
</tr>
<tr>
<td>F</td>
<td>Below 71%</td>
<td>178 and below</td>
</tr>
</tbody>
</table>

The case studies will be evaluated using the rubric below:

<table>
<thead>
<tr>
<th>Categories</th>
<th>Novice</th>
<th>Apprentice</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis:</td>
<td>Candidate does not use</td>
<td>Candidate uses parts of model</td>
<td>Candidate uses one model of</td>
<td>Candidate uses more than one</td>
</tr>
<tr>
<td>Analyze case</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>using a theoretical framework</td>
<td>change theory to identify effective or ineffective practices.</td>
<td>rules, definitions, laws, concepts, theories, and principles to identify some elements of effective or ineffective change.</td>
<td>change theory (rules, definitions, laws, concepts, theories, and principles) to identify elements of effective and ineffective change.</td>
<td>model of change theory (rules, definitions, laws, concepts, theories, and principles) to identify elements of effective change and ineffective change.</td>
</tr>
<tr>
<td>Data Analysis: Analyze empirical data</td>
<td>Candidate does not analyze data.</td>
<td>Candidate analyzes data but is unable to create solutions.</td>
<td>Candidate is able to analyze data, identify problems, and create solutions.</td>
<td>Candidate is able to analyze data, identify problems, and create solutions systematically.</td>
</tr>
<tr>
<td>Alternative: Identify alternative actions</td>
<td>Candidate does not generate alternative solution(s).</td>
<td>Candidate is able to create more than one alternative solution with some justification</td>
<td>Candidate is able to create more than one alternative solution with justification</td>
<td>Candidate is able to create several alternative solutions with systemic implications</td>
</tr>
<tr>
<td>Selection: Evaluate the appropriateness of the actions</td>
<td>Candidate does not provide a rationale or criteria for the selected alternative solution</td>
<td>Candidate provides some criteria for choosing an alternative solution; however, other criteria should be included</td>
<td>Candidate provides criteria for choosing an alternative solution and uses a decision-making model</td>
<td>Candidate uses a decision-making model to choose an alternative solution that includes systemic implications</td>
</tr>
<tr>
<td>Communication: Effectively communicate the proposed action</td>
<td>No focus and purpose; chaotic organization; lack of appropriate presentation strategies (diagrams, models, timelines, illustrations, plan); errors in grammar</td>
<td>A purpose is evident; lacks adequate presentation strategies (diagrams, models, timelines, illustrations, plan); errors in grammar</td>
<td>Has a clear purpose; has a logical sequence of ideas; incorporates presentation strategies (diagrams, models, timelines, illustrations, plan); no errors in grammar</td>
<td>Understands who audience is; uses presentation strategies (diagrams, models, timelines, illustrations, plan) to convince audience to make a systemic change</td>
</tr>
</tbody>
</table>
5. **Student Progress:**
Candidates will be assessed on a continuous basis and will be informed of their progress at least once prior to midterm either through the use of Blackboard or by written feedback on assignments.

6. **Attendance Policy:**
Regular attendance is expected in each class of this course. Candidates are responsible for making-up any missed assignments when they must be absent. Instructor approval is necessary to make-up missed tests or to extend an assignment deadline. The instructor reserves the right to adjust the grade of or refuse to accept late assignments.

7. **Last Date to Drop the Course:** The last day to withdraw from full semester classes or the university can be found in the University academic calendar.

8. **Disability Statement:** If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the Office in the Student Services Building Room 361 by email at disserv@eku.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in an alternative format.

9. **Academic Integrity Statement:** Candidates are advised that EKU’s Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at [www.academicintegrity.eku.edu](http://www.academicintegrity.eku.edu). Questions regarding the policy may be directed to the Office of Academic Integrity.

10. **Official E-mail:** An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.

11. **Course Outline:** *(Should include tentative timeline)*
   - **Week 1-3** – Policy analysis
     - A. Legal requirements
     - B. Relationship to improving client performance
     - C. Rubric for policy analysis
     - D. Evaluation of work site policies and recommendations for change
   - **Week 4-10** – Leadership approaches
     - A. Trait approach
     - B. Skill approach
     - C. Style approach
     - D. Situational approach
     - E. Contingency Theory
     - F. Path-goal theory
     - G. Leader member exchange
     - H. Transformational leadership
     - I. Authentic leadership
   - **Week 11-16** – Change theory
     - A. Steps required for change (Kotter)
     - B. Working conditions necessary for change (Fullan)
     - C. Using the Deming Cycle to implement change
     - D. Methods for identifying needed changes
E. Analysis of the candidate’s work site readiness for change
Curriculum Change Form  
(Present only one proposed curriculum change per form)  
(Complete only the section(s) applicable.)

Part I

(Select one)

- New Course (Parts II, IV)  
- Course Revision (Parts II, IV)  
- Hybrid Course ("S," "W")  
- Course Dropped (Part II)  
- New Program (Part III)  
- Program Revision (Part III)  
- Program Suspended (Part III)  

*Provide only the information relevant to the proposal.

Proposal Approved by:  

Departmental Committee  

Graduate Council*  

College Curriculum Committee  

Council on Academic Affairs  

General Education Committee*  

Faculty Senate**  

Teacher Education Committee*  

Board of Regents**  

Council on Postsecondary Edu.***  

*If Applicable (Type NA if not applicable.)  

**Approval needed for new, revised, or suspended programs  

***Approval/Posting needed for new degree program or certificate program  

****If "yes", SACS must be notified before implementation. Please contact EKU’s Office of Institutional Effectiveness.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested:  
Example: To increase the number of credit hours for ABC 100 from 1 to 2.  
Create a new|Revise an existing course for all Masters Degrees leading to the Kentucky Teacher Leader Endorsement  

A. 2. Effective date:  
Example: Fall 2001  
Fall 2010-Spring 2011  

A. 3. Effective date of suspended programs for currently enrolled students:  
(if applicable)  
N/A-December 2010  

B. The justification for this action:  
New-Revised course developed to provide content of research methods for teacher leaders for the Kentucky Teacher Leader Endorsement and Rank II Certification.  

C. The projected cost (or savings) of this proposal is as follows:  
Personnel Impact: None  
Operating Expenses Impact: NA  
Equipment/Physical Facility Needs: NA  
Library Resources: No additional Resources Needed.
Part II. Recording Data for New, Revised, or Dropped Course
(For a new required course, complete a separate request for the appropriate program revisions.)

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.</td>
<td>For a new course, provide the catalog text.</td>
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<td>12.</td>
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</table>

New or Revised* Catalog Text
(*Use strike-through for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

ETL 802 Research for Teacher Leaders. (3) A. (ETL 800 and 801 are prerequisites. ETL 803 is a prerequisite or co-requisite) This course will ask students to apply Fundamental Principles of Educational Research. This course will be devoted to students reviewing, discussing, analyzing and evaluating research studies and methodology. This course introduces research methods in education. Candidates create a research proposal with IRB approvals. The focus is on student learning, student achievement, or school improvement.

Part III. Recording Data for New, Revised, or Suspended Program

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>22.</td>
<td>For a new program, provide the catalog description as being proposed.</td>
</tr>
<tr>
<td>23.</td>
<td>For a revised program, provide the current program requirements using strike-through for deletions and underlines for additions.</td>
</tr>
<tr>
<td>24.</td>
<td>For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program’s suspension.</td>
</tr>
</tbody>
</table>

New or Revised* Program Text
(*Use strike-through for deletions and underlines for additions.)
## Part IV. Recording Data for New or Revised Course

(Record only **new or changed** course information.)

<table>
<thead>
<tr>
<th>Course prefix (3 letters)</th>
<th>Course Number (3 Digits)</th>
<th>Effective Term (Example: Fall 2001)</th>
<th>College/Division: UP</th>
<th>Dept. (4 letters)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>ETL</td>
<td>802</td>
<td>Fall 2010 Spring 2011</td>
<td>AS _____ JS _____</td>
<td>CURL</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>BT _____ EM _____</td>
<td>ELPS</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ED X _____ PC _____</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>HS</td>
<td></td>
</tr>
</tbody>
</table>

- Credit Hrs.  Weekly Contact Hrs.  Repeatable Maximum No. of Hrs.
  - 3  Lecture 3  Laboratory  Other

- Cip Code (first two digits only)  13

<table>
<thead>
<tr>
<th>Schedule Type* (List all applicable)</th>
<th>Work Load (for each schedule type)</th>
<th>Grading Mode*</th>
<th>Class Restriction, if any: (undergraduate only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-W, 1, B, T, V 3</td>
<td>N</td>
<td></td>
<td>FR _____ JR _____</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>SO _____ SR _____</td>
</tr>
</tbody>
</table>

- For Banner Use Only
  - Date of data entry
  - Data entry person

### Co-Requisites and Prerequisites

**See definitions on following page**

#### Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)

<table>
<thead>
<tr>
<th>Course Prefix and No.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

#### Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

<table>
<thead>
<tr>
<th>Course Prefix and No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ETL 800 and 801 are prerequisites. ETL 803 is a prerequisite or co-requisite</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Prefix and No.</th>
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</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Test Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum GPA (when a course grouping or student cumulative GPA is required)</td>
</tr>
</tbody>
</table>

#### Co-Requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)

<table>
<thead>
<tr>
<th>Course Prefix and No.</th>
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<tbody>
<tr>
<td>ETL 803 is a prerequisite or co-requisite</td>
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<td>Minimum GPA (when a course grouping or student cumulative GPA is required)</td>
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</table>

#### Equivalent Course(s): (credit not allowed with; or formerly:)

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<tbody>
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<table>
<thead>
<tr>
<th>Course Prefix and No.</th>
</tr>
</thead>
<tbody>
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<td></td>
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</table>

#### Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks (e.g. – IVB(3) X ).

<table>
<thead>
<tr>
<th>Block I (9)</th>
<th>Block II (3)</th>
<th>Block III (6)</th>
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<th>Block V (9)</th>
<th>Block VI (3)</th>
<th>Block VII (6)</th>
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<td>VB (3)</td>
<td></td>
<td>VI (3)</td>
<td>VII (3)</td>
<td>VIII (3)</td>
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<tr>
<td>IC (3)</td>
<td></td>
<td></td>
<td>VC (3)</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**NOTE:** Do not forward validation tables with curriculum form.
Professor’s Name
Professor’s Office #
Professor’s Contact Information
(Phone and e-mail)

1. **Course Description:** (ETL 800 and 801 are prerequisites. ETL 803 is a prerequisite or co-
requisite.) This course presents a survey of commonly used research methods in education with
emphasis on the rigor of a sound action research design. Students identify a topic that warrants
scientific attention and create a research proposal with IRB and other appropriate approvals. Focus of
the research should be on student learning, student achievement, learning environment and impact on
student learning, or closing the achievement gap.

2. **Text/Readings:**


Mertler, Craig A. (200[error in published year]) *Action Research: Teachers as Researchers in the

Required

3. **Candidate Learning Outcomes:**

Teacher Leader candidates will:

1. Analyze significant research designs used in educational research including but not limited to
quantitative research, qualitative research, experimental research, descriptive research, correlational
research, single subject design, action research, and mixed methodologies.

2. Evaluate and analyze research articles related to student achievement or school improvement

3. Begin to design an action research project focused on impact on student learning or learning
environment. The candidate must: Identify a student learning or school improvement issue within the
context of their present educational setting, review, evaluate, and prepare of review of the theoretical
and research literature related to the identified topic, present two to three research questions, and
select and justify an appropriate action research design to investigate the questions.

4. Prepare appropriate IRB forms to implement the proposed action research project

4. **Course Requirements and Evaluation Methods**

<table>
<thead>
<tr>
<th>Assessment activity</th>
<th>Points Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates will write three critical reviews of specific research articles chosen by the instructor.</td>
<td>(these values missing)</td>
</tr>
<tr>
<td>Candidates design an action research project focused on impact on student learning or learning environment. The candidate must: Identify a student</td>
<td></td>
</tr>
</tbody>
</table>

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Candidates will complete required IRB forms and any district forms needed for approval for action research projects conducted within their educational settings.
| B. Theoretical Foundations | Candidate does not address the theoretical research / background issues related to his/her topic. | Candidate minimally addresses the theoretical research/ background issues of the topic. Citations not included. | Candidate demonstrates an understanding of the theoretical research/ background issues BUT may lack depth or may not be explained well. Citations included. | Candidate demonstrates a solid understanding of the theoretical research/ background issues of the topic and explains these issues well. Names of important researchers /citations included. |
| C. Methodology/ Research Process | Candidate does not make the methodology/process of research clear | Candidate makes some points of research process known, but process not fully clear. | Candidates make most of research process clear, but a few questions may remain. | Research process is clearly explained; audience gains a complete picture of project, data collection instruments, etc. and what will be done. |
| Organized | Proposal uses the required sequence of information correctly. Presentation of proposal lacks organization, clarity and detail. | Proposal uses the required sequence of information correctly. Presentation of proposal is organized but lacks clarity and detail. | Proposal uses the required sequence of information correctly. Presentation of proposal is organized but not completely clear. | Proposal uses the required sequence of information correctly. Presentation of proposal is clear, sequential, organized. |
| Mechanics | Candidate’s presentation has 4 or more spelling and/or grammatical errors. | Presentation has 3 spelling and/or grammatical errors. | Presentation has no more than 2 spelling and/or grammatical errors. | Presentation has no spelling and/or grammatical errors. |

5. **Candidate Progress:**
Candidates will be assessed on a continuous basis and will be informed of their progress at least once prior to midterm either through the use of Blackboard or by written feedback on assignments.

6. **Attendance Policy:**
Regular attendance is expected in each class of this course. Candidates are responsible for making-up any
missed assignments when they must be absent. Instructor approval is necessary to make-up missed tests or to extend an assignment deadline. The instructor reserves the right to adjust the grade of or refuse to accept late assignments.

7. **Last Date to Drop the Course:** The last day to withdraw from full semester classes or the university can be found in the University academic calendar.

8. **Disability Statement:** If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the Office in the Student Services Building Room 361 by email at disserv@eku.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in an alternative format.

9. **Academic Integrity Statement:** Candidates are advised that EKU’s Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of

10. **Official E-mail:** An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.

11. **Course Outline:** *(Should include tentative schedule/timeline)*

   Week 1-8 – Nature and Characteristics of Education Research and Analysis
   A. Identifying research problems
   B. Reviewing the literature from a variety of resources

   Week 9-16 – Research Design Principles
   A. Action Research
   B. Qualitative Research
   C. Quantitative Research
   D. Experimental Research
   E. Single Subject Research
   F. Descriptive Research
   G. Correlational Research
   H. Sampling techniques
   I. Analysis techniques
   J. Development of data and measurement instruments
   K. Analyzing data to improve student achievement or school effectiveness
   L. Legal and ethical issues in research
Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

<table>
<thead>
<tr>
<th>Part I</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Check one)</td>
</tr>
<tr>
<td>X New Course (Parts II, IV)</td>
</tr>
<tr>
<td>___ Course Revision (Parts II, IV)</td>
</tr>
<tr>
<td>___ Hybrid Course (&quot;S,&quot; &quot;W&quot;)</td>
</tr>
<tr>
<td>___ Course Dropped (Part II)</td>
</tr>
<tr>
<td>___ New Program (Part III)</td>
</tr>
<tr>
<td>___ Program Revision (Part III)</td>
</tr>
<tr>
<td>___ Program Suspended (Part III)</td>
</tr>
</tbody>
</table>

*Provide only the information relevant to the proposal.

Proposal Approved by: | Date | Date |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Departmental Committee</td>
<td>August 17, 2010</td>
<td>Graduate Council*</td>
</tr>
<tr>
<td>College Curriculum Committee</td>
<td>September 7, 2010</td>
<td>Council on Academic Affairs</td>
</tr>
<tr>
<td>General Education Committee*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Education Committee*</td>
<td>9/28/10</td>
<td>Board of Regents**</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Council on Postsecondary Edu.***</td>
</tr>
</tbody>
</table>

*If Applicable (Type NA if not applicable.)
**Approval needed for new, revised, or suspended programs
***Approval/Posting needed for new degree program or certificate program
****If “yes”, SACS must be notified before implementation. Please contact EKU’s Office of Institutional Effectiveness.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
Create a new course for all Masters Degrees leading to the Kentucky Teacher Leader Endorsement.

A. 2. Effective date: (Example: Fall 2001)
Spring 2011

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)
December 2010

B. The justification for this action:
This course was created to meet EPSB requirements for a Teacher Leaders Master’s Degree.

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact:
NA

Operating Expenses Impact:
NA

Equipment/Physical Facility Needs:
NA

Library Resources:
NA
Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>13.</td>
<td>For a new course, provide the catalog text.</td>
</tr>
<tr>
<td>14.</td>
<td>For a revised course, provide the current catalog text with the proposed text using <strong>strikethrough</strong> for deletions and <strong>underlines</strong> for additions.</td>
</tr>
<tr>
<td>15.</td>
<td>For a dropped course, provide the current catalog text.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>New or Revised* Catalog Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>(*Use <strong>strikethrough</strong> for deletions and <strong>underlines</strong> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)</td>
</tr>
</tbody>
</table>

ETL 803. Curriculum for Teacher Leaders. (3). A. (ETL 800 and 801 are prerequisites or co-requisites)
Candidates will conduct curriculum alignment and development that encompasses analysis, synthesis and justification for applied curriculum. Candidates will develop formative and summative assessments. They evaluate research-based instructional strategies for all learners. (Field work 13 hours).

Part III. Recording Data for New, Revised, or Suspended Program

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>25.</td>
<td>For a new program, provide the catalog description as being proposed.</td>
</tr>
<tr>
<td>26.</td>
<td>For a revised program, provide the current program requirements using <strong>strikethrough</strong> for deletions and <strong>underlines</strong> for additions.</td>
</tr>
<tr>
<td>27.</td>
<td>For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.</td>
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</tbody>
</table>
### Part IV. Recording Data for New or Revised Course (Record only new or changed course information.)

<table>
<thead>
<tr>
<th>Course prefix (3 letters)</th>
<th>Course Number (3 Digits)</th>
<th>Effective Term (Example: Fall 2001)</th>
<th>College/Division: Dept. (4 letters)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>ETL</td>
<td>803</td>
<td>Spring 2011</td>
<td>AS _____ JS _____</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>BT _____ EM _____</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ED X _____ PC _____</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>HS _____</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credit Hrs.</th>
<th>Weekly Contact Hrs.</th>
<th>Repeatable Maximum No. of Hrs.</th>
<th>Cip Code (first two digits only) 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Lecture ___ Laboratory ____ Other ___</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Schedule Type* (List all applicable)</th>
<th>Work Load (for each schedule type)</th>
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<td>3</td>
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<td></td>
<td></td>
<td></td>
<td>SO _____ SR _____</td>
</tr>
</tbody>
</table>

**FOR BANNER USE ONLY**

Date of data entry ____________

Data entry person ____________

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### Co-Requisites and Prerequisites **See definitions on following page**

**Co-Requisite(s):** (List only co-requisites. See below for prerequisites and combinations.)

- Course Prefix and No.
- Course Prefix and No.

**Prerequisite(s):** (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)

- Course Prefix and No.
- Course Prefix and No.
- Test Scores
- Minimum GPA (when a course grouping or student cumulative GPA is required)

**Co-Requisite(s) and/or Prerequisite(s) Combination** (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)

- Course Prefix and No.
- Test Scores
- Minimum GPA (when a course grouping or student cumulative GPA is required)

**Equivalent Course(s):** (credit not allowed with; or formerly:)

- Course Prefix and No.
- Course Prefix and No.
- Course Prefix and No.

**Proposed General Education Block:** Please mark (X) in the appropriate Block or Blocks ( e.g. – IVB(3) X ).

<table>
<thead>
<tr>
<th>Block I (9)</th>
<th>Block II (3)</th>
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<td>VC (3)</td>
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<td></td>
</tr>
</tbody>
</table>

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1. **Course Description**

(ETL 800 and 801 are prerequisites or co-requisites) Through practical experiences, research, and discussion, students will conduct curriculum alignment and development that encompasses analysis, synthesis and justification for the applied curriculum. Candidates will also study types and purposes of formative and summative assessments including Kentucky’s assessment plan for P-12. They will review and evaluate research-based instructional strategies for all learners. (Field experience 13 hours).

2. **Text(s) with dates, supplemental text(s), other required readings and references.**


3. **Student learning outcomes.**

1. Candidates will be able to develop and evaluate the alignment of various curriculum documents using all components of Kentucky State Curriculum Documents.  
   1.1a, 1.1.b, 1.1.c, 1.1.e
2. Candidates will be able to identify, implement and schedule a variety of research based interventions and teaching strategies.
   1.1.d, 1.2a, 1.2.b, 1.2.c, 1.2.d

3. Candidates will be able to use and analyze multiple types of assessment to make changes and adjustments to curriculum and instruction.
   2.1a, 2.1b, 2.1c, 2.1.d

4. Candidates will be able to select and use an appropriate protocol for analyzing student work and monitoring student progress.
   2.1.b, 2.1.c, 2.1.d

5. Candidates will be able to evaluate and use current research to improve student performance.
   2.2.a, 2.2.b, 2.2.c, 2.2.d, 2.2.e, 2.2.f

6. Candidates will be able to identify qualities of effective teachers.
   3.1.a, 3.1.b

7. Candidates will be able to analyze and explain child and adolescent cognitive, physical, and social development and how each impacts curriculum and assessment decision-making in the elementary, middle school and high school programs.
   (KTS 1.5, 2.4, 3.1, 3.3 3.4, 3.5, 4.1, 4.5, 8.2)

8. Candidates will be able to demonstrate the critical analysis of case studies, community surveys, action research, district data analysis, or specific projects using a theoretical framework and effectively communicate actions/conclusion(s) to a stakeholder audience.

4. Evaluation method(s) and relative weight of each course requirement.

   See Course Requirements

   GRADING SCALE:
   
   92-100  A
   83-91   B
   74-82   C
   65-73   D
   Below 65 F

5. Student Progress.

   Feedback on candidate progress will be maintained on Blackboard via individual assignments. Please make an appointment to consult with the professor at any time to review your work in the course.

6. Attendance policy.

   Regular attendance in each class is expected. It is recognized that there are legitimate reasons for being absent. It is the responsibility of the candidate to discuss with the teacher the reason for each absence. Except in emergency, the candidate is encouraged to contact the teacher prior to the anticipated absence. Absences may have an adverse effect on a candidate’s grade, including failure of the course. In case classes are canceled for any reason, the instructor reserves the right to make up those classes.
6. **Attendance policy.**

Regular attendance in each class is expected. It is recognized that there are legitimate reasons for being absent. It is the responsibility of the candidate to discuss with the teacher the reason for each absence. Except in emergency, the candidate is encouraged to contact the teacher prior to the anticipated absence. Absences may have an adverse effect on a candidate’s grade, including failure of the course. In case classes are canceled for any reason, the instructor reserves the right to make up those classes.

7. **Notification of the last day to drop the course.**

The last day to withdraw from a full semester class is listed on the Colonel’s Compass Calendar (http://www.eku.edu/compass/calendar/).

8. **Disability Statement.**

If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the Office in the Student Services Building Room 361 by email at disserv@eku.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in an alternative format.

9. **Academic Integrity Policy.**

10. **Course requirements**

1) **Candidates will be able to develop and evaluate the alignment of various curriculum documents using all components of Kentucky State Curriculum Documents.**

Candidates will review and evaluate various options in curriculum mapping and pacing design that illustrate Program of Studies, Core Content for Assessment, suggested activities, assessment, and timelines for the conveyance of the applied curriculum. They should evaluate the merits, drawbacks and purposes of various formats and applying what they have discussed and learned regarding the mapping process to their specific school curriculum maps. Write a rationale for any recommendations/changes need to occur in their current map. (50 pts.)

2) **Candidates will be able to identify, implement and schedule a variety of research based interventions and teaching strategies.**

Candidates will read and discuss current resources concerning implementation and policy development for providing interventions for struggling students. They will then outline current research-based interventions in their own schools/districts, determine effective models for scheduling interventions for at risk students and explain how data is used to determine interventions for each. Discuss barriers that impede effective implementation and methods of diagnosing academic problems, instruction and implementation of research based strategies that will enhance student results. Which interventions not currently in use in your school would you like to see implemented? Why? What steps would you take to proceed with implementation? (50 pts.

3) **Candidates will be able to analyze and use multiple types of assessment to make changes and adjustments on curriculum and instruction.**

Candidates will read and discuss information regarding the uses of formative and summative assessments.
Discussion questions: What types of assessment are used by the state, district, and individual teacher? To what purpose? How should feedback on student assignments be provided and used? Students will explore various methods of differentiating assignments to meet individual student need.

Assignment: Candidates select/draw/are assigned student of varying need (different learning style, disability, special need etc) and must design one or two differentiated assignments in their content area designed to accommodate that need. (75 pts.)

Candidates will thoroughly analyze their school’s most recent state assessment with an eye toward informing instruction. They will also study individual student data from the report and apply the data toward individual student instruction. (25 pts.)

(FIELD EXPERIENCE 5 hours).

4) Candidates will be able to select and use an appropriate protocol for analyzing student work and monitoring student progress.

Candidates will become familiar with and understand the purpose of various formal protocols for analyzing student work. Some of these may include, but not be limited to: Tuning Protocol, Collaborative Assessment of Student Learning (CASL), Standards in Practice, and school developed protocols. Discuss the instructional value of this practice. Have candidates bring to class a set of Open Response questions. They will practice each protocol, taking different roles in the process so as to be able to lead the process in their schools. Candidates will then select a specific protocol, write a brief rationale for their selection and perform the protocol in their own school with a selected group of teachers. They will report to the class the results, benefits, problems and perception of the process by their colleagues. What steps would they need to take to encourage successful, regular implementation of the process in their schools? (100 pts.)

(FIELD EXPERIENCE 5 hours).

5) Candidates will be able to evaluate and use current research to improve student performance.

Through an ongoing process of reading and discussing educational research articles, candidates will become critical consumers of research. They will learn components of quality research and to consider who funded, and who conducted the research. This will help them determine if the research should be considered in making academic decisions. In an assignment, candidates will be asked to evaluate a research article, report what makes it quality or not, and its potential use/application to educational practice. (25 pts.)

6) Candidates will be able to identify qualities of effective teachers.

Candidates will become cognizant of effective teacher qualities through a series of readings, observations, and discussions. They will observe two effective teachers and write a reflection detailing the effective qualities observed in each teacher/classroom which also contains a comparison of the two that outlines consistent qualities that allow those two teachers to be effective. A class discussion centered about this assignment will lead to a fairly thorough list of desirable teacher qualities. Current literature on teacher quality that candidates have read will also contribute to high level discourse on qualities of effective teachers. (75 pts.)

(FIELD EXPERIENCE 3 hours).

7) Candidates will analyze and explain child and adolescent cognitive, physical, and social development and how each impacts curriculum and assessment decision-making in the elementary, middle school and high school programs.

Candidate teams will create a developmental matrix for ages birth to 21. This matrix will be based on a review of relevant research. It will contain 7 columns- age range, cognitive development, emotional development, physical development, appropriate instructional goals, and appropriate
8) Candidates will be able to demonstrate the critical analysis of district data using a theoretical framework and effectively communicate actions/conclusion(s) to a stakeholder audience. (50 Points)

<table>
<thead>
<tr>
<th>Categories</th>
<th>Novice</th>
<th>Apprentice</th>
<th>Proficient</th>
<th>Distinguished</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Analysis:</strong> Analyze case using a theoretical framework</td>
<td>Candidate does not use rules, definitions, laws, concepts, theories, and principles to identify problem(s).</td>
<td>Candidate uses rules, definitions, laws, concepts, theories, and principles to identify problem(s).</td>
<td>Candidate uses rules, definitions, laws, concepts, theories, and principles to identify problem(s) that exist in the case.</td>
<td>Candidate uses rules, definitions, laws, concepts, theories, and principles to identify and frame problem(s).</td>
<td></td>
</tr>
<tr>
<td><strong>Data Analysis:</strong> Analyze empirical data</td>
<td>Candidate does not analyze data.</td>
<td>Candidate analyzes data but is unable to create solutions.</td>
<td>Candidate is able to analyze data, identify problems, and create solutions.</td>
<td>Candidate is able to analyze data, identify problems, and create solutions systematically.</td>
<td></td>
</tr>
<tr>
<td><strong>Alternative:</strong> Identify alternative actions</td>
<td>Candidate does not generate alternative solution(s).</td>
<td>Candidate is able to create more than one alternative solution with some justification</td>
<td>Candidate is able to create more than one alternative solution with justification</td>
<td>Candidate is able to create several alternative solutions with systemic implications</td>
<td></td>
</tr>
<tr>
<td><strong>Selection:</strong> Evaluate the appropriateness of the actions</td>
<td>Candidate does not provide a rationale or criteria for the selected alternative solution</td>
<td>Candidate provides some criteria for choosing an alternative solution; however, other criteria should be included</td>
<td>Candidate provides criteria for choosing an alternative solution and uses a decision-making model</td>
<td>Candidate uses a decision-making model to choose an alternative solution that includes systemic implications</td>
<td></td>
</tr>
<tr>
<td><strong>Communication:</strong> Effectively communicate the proposed action</td>
<td>No focus and purpose; chaotic organization; lack of appropriate presentation strategies (diagrams, models, timelines, illustrations, plan); errors in grammar and sentence structure</td>
<td>A purpose is evident; lacks adequate presentation strategies (diagrams, models, timelines, illustrations, plan); errors in grammar and sentence structure</td>
<td>Has a clear purpose; has a logical sequence of ideas; incorporates presentation strategies (diagrams, models, timelines, illustrations, plan); no errors in grammar</td>
<td>Understands who audience is; uses presentation strategies (diagrams, models, timelines, illustrations, plan) to convince audience to make a systemic change</td>
<td></td>
</tr>
</tbody>
</table>

(50 Points)

9. **Class Attendance/Participation (100 points)**

12. **Course outline: (Should include tentative timeline/schedule)**

**Week 1-2**
**Curriculum Alignment**
Kentucky State Curriculum Documents
Pacing Design

**Week 3-5**
**Interventions**
Policy development for providing interventions for students
Research based interventions
Diagnosing academic problems

**Week 6-8**
**Multiple Assessments**
Formative and summative assessment
Student feedback
Differentiated assignments

<table>
<thead>
<tr>
<th>Week</th>
<th>Protocols for analyzing student work</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-10</td>
<td>Various formal protocols</td>
</tr>
<tr>
<td></td>
<td>Sharing protocols</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week</th>
<th>Educational Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-12</td>
<td>Critique current research related to student performance</td>
</tr>
<tr>
<td></td>
<td>Research and academic decisions</td>
</tr>
<tr>
<td></td>
<td>Applications of research to educational practice</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week</th>
<th>Effective Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>13-14</td>
<td>Readings, observations, and discussions</td>
</tr>
<tr>
<td></td>
<td>Review literature on qualities of effective teachers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week</th>
<th>Positive Educational Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-16</td>
<td>Change process</td>
</tr>
<tr>
<td></td>
<td>Interdisciplinary teams</td>
</tr>
</tbody>
</table>
## Curriculum Change Form

(Present only one proposed curriculum change per form)

(Complete only the section(s) applicable.)

### Part I

<table>
<thead>
<tr>
<th>(Check one)</th>
<th>Department Name</th>
<th>Educational Leadership &amp; Policy Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>New Course (Parts II, IV)</td>
<td>College</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Revision (Parts II, IV)</th>
<th>*Course Prefix &amp; Number</th>
<th>ETL 804</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hybrid Course (&quot;S,&quot; &quot;W&quot;)</td>
<td>*Course Title (30 characters)</td>
<td>Teacher Leader Capstone</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Dropped (Part II)</th>
<th>*Program Title</th>
</tr>
</thead>
</table>

| New Program (Part III) | (Major ____, Option ____; Minor ____; or Certificate ____)
|------------------------|---------------|

| Program Revision (Part III) | *Provide only the information relevant to the proposal. |

<table>
<thead>
<tr>
<th>Proposal Approved by:</th>
<th>Date</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Departmental Committee</td>
<td>August 17, 2010</td>
<td>Graduate Council*</td>
</tr>
<tr>
<td>College Curriculum Committee</td>
<td>September 7, 2010</td>
<td>Faculty Senate**</td>
</tr>
<tr>
<td>General Education Committee*</td>
<td>9/28/10</td>
<td>Board of Regents**</td>
</tr>
<tr>
<td>Teacher Education Committee*</td>
<td></td>
<td>Council on Postsecondary Edu.***</td>
</tr>
</tbody>
</table>

*If Applicable (Type NA if not applicable.)

**Approval needed for new, revised, or suspended programs

***Approval/Posting needed for new degree program or certificate program

****If “yes”, SACS must be notified before implementation. Please contact EKU’s Office of Institutional Effectiveness.

### Completion of A, B, and C is required: (Please be specific, but concise.)

**A. Specific action requested:** (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)

Create a new course for all Masters Degrees leading to the Kentucky Teacher Leader Endorsement.

**A. Effective date:** (Example: Fall 2001)

Spring 2011

**A. Effective date of suspended programs for currently enrolled students:** (if applicable)

December 2010

**B. The justification for this action:**

This course was created to meet the requirements for a Teacher Leader Masters by EPSB.

**C. The projected cost (or savings) of this proposal is as follows:**

**Personnel Impact:**

NA

**Operating Expenses Impact:**

NA

**Equipment/Physical Facility Needs:**

NA

**Library Resources:**

NA
Part II. Recording Data for New, Revised, or Dropped Course
(For a new required course, complete a separate request for the appropriate program revisions.)

16. For a new course, provide the catalog text.
17. For a revised course, provide the current catalog text with the proposed text using strikethrough for deletions and underlines for additions.
18. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text
(*Use strikethrough for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

ETL 804. Teacher Leader Capstone. (3) A. Candidates will refine an action research project begun in ETL 802. Candidates will collect, analyze, and interpret data related to the impact on student learning and make a final presentation.

Part III. Recording Data for New, Revised, or Suspended Program

28. For a new program, provide the catalog description as being proposed.
29. For a revised program, provide the current program requirements using strikethrough for deletions and underlines for additions.
30. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program’s suspension.

New or Revised* Program Text
(*Use strikethrough for deletions and underlines for additions.)
### Part IV. Recording Data for New or Revised Course

(Record only new or changed course information.)

<table>
<thead>
<tr>
<th>Course prefix (3 letters)</th>
<th>Course Number (3 Digits)</th>
<th>Effective Term (Example: Fall 2001)</th>
<th>College/Division:</th>
<th>Dept. (4 letters)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>ETL</td>
<td>804</td>
<td>Spring 2011</td>
<td>AS</td>
<td>JS</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>BT</td>
<td>EM</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>ED X</td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>HS</td>
<td></td>
</tr>
</tbody>
</table>

- **Credit Hrs.**
- **Weekly Contact Hrs.**
- **Repeatable Maximum No. of Hrs.**

<table>
<thead>
<tr>
<th>Schedule Type* (List all applicable)</th>
<th>Work Load (for each schedule type)</th>
<th>Grading Mode*</th>
<th>Class Restriction, if any: (undergraduate only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>W, 1, B, T, V</td>
<td>3</td>
<td>N</td>
<td>FR</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SO</td>
</tr>
</tbody>
</table>

- **Credit Hrs.:** 3
- **Weekly Contact Hrs.:** Lecture 3, Laboratory or Other
- **Repeatable Maximum No. of Hrs.:** Cip Code (first two digits only) 13

---

**FOR BANNER USE ONLY**

- **Date of data entry:**
- **Data entry person:**

---

**Co-Requisites and Prerequisites**

**See definitions on following page**

**Co-Requisite(s):**

(List only co-requisites. See below for prerequisites and combinations.)

<table>
<thead>
<tr>
<th>Course Prefix and No.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ETL 803 is a prerequisite</td>
<td></td>
</tr>
</tbody>
</table>

**Prerequisite(s):**

(List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)

<table>
<thead>
<tr>
<th>Course Prefix and No.</th>
<th>ETL 803 is a prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Test Scores:**

- **Minimum GPA (when a course grouping or student cumulative GPA is required):**

**Co-Requisite(s) and/or Prerequisite(s) Combination**

(Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)

<table>
<thead>
<tr>
<th>Course Prefix and No.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Test Scores:**

- **Minimum GPA (when a course grouping or student cumulative GPA is required):**

**Equivalent Course(s):**

(credit not allowed with; or formerly:)

<table>
<thead>
<tr>
<th>Course Prefix and No.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Equivalent Course(s):**

Proposed General Education Block:

Please mark (X) in the appropriate Block or Blocks (e.g., IVB(3) X).

<table>
<thead>
<tr>
<th>Block I (9)</th>
<th>Block II (3)</th>
<th>Block III (6)</th>
<th>Block IV (6)</th>
<th>Block V (9)</th>
<th>Block VI (3)</th>
<th>Block VII (6)</th>
<th>Block VIII (6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>IA (3)</td>
<td>II (3)</td>
<td>IIIA (3)</td>
<td>IVA (3)</td>
<td>VA (3)</td>
<td>VI (3)</td>
<td>VII (3)</td>
<td>VIII (3)</td>
</tr>
<tr>
<td>IB (3)</td>
<td>IIIIB (3)</td>
<td>IVB (3)</td>
<td>VB (3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IC (3)</td>
<td></td>
<td></td>
<td>VC (3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. **Course Description:** (ETL 803 is a prerequisite) Application of action research design within an educational setting with the purpose of impacting student learning or learning environment. Students will refine the design of action research inquiry project begun in ETL 802. Students will implement the action research project, collect, analyze, and interpret data related to impact on student learning or learning environment, and prepare a detailed written action research report and make final presentation to own school district. (40 hours of field experience within candidates’ own classroom or educational setting OR arranged with a cooperating district)

2. **Text/Readings:**

3. **Student Learning Outcomes:**

   Teacher leader candidates will:
   1. Evaluate research and practice that supports student achievement, student learning, impact on learning environments, closing the achieving gap. Research and practice reviews should address all learners.
   2. Refine the action research project proposed in ETL 802. The action research project must focus on enhancing student learning and achievement or on impacting the learning environment. (Candidates wishing to explore a new research question must complete a new introduction, research questions and complete literature review before proceeding with the project)
   3. Implement the action research project. (IRB and School or Agency approvals are required if needed)
   4. Collect, analyze, synthesize, and report the finding of the data in a formal action research report
   5. Communicate findings from the research to an authentic audience.

4. **Evaluation Methods:**

   Grades in this class will be based on the number of points that the candidate obtains during the semester.

   **Course Requirements:**

<table>
<thead>
<tr>
<th>Points</th>
<th>Review and critique research and practice articles selected by the instructor. Review and critique should focus on research design, data collection methods, findings, and implication of findings.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Refine the action research project proposed in ETL 802. The action research project must focus on</td>
</tr>
</tbody>
</table>
enhancing student learning and achievement or on impacting the learning environment. (Candidates wishing to explore a new research question must complete a new introduction, research questions and complete literature review before proceeding with the project) Implement the action research project. (IRB and School or Agency approvals are required if needed) Collect, analyze, synthesize, and report the finding of the data in a formal action research report

Communicate findings from the research to an authentic audience. (SBDMC, Teacher group, principal, professional presentation)

Professional Growth Plan—Candidates will self-assess their leadership skills using the same instruments used in ETL 800. They will submit a completed Professional Growth Plan along with reflections on how their leadership skills have grown as a result of their PGP and the course work in the Teacher Leader Master’s program. This will be scored with same rubric used in ETL 800.—

Data collected in TaskStream

ETL 804 Scoring Guide for Action Research Project

<table>
<thead>
<tr>
<th>OVERALL QUALITY OF ACTION RESEARCH PROJECT</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Research questions are clear and answerable.</td>
<td></td>
</tr>
<tr>
<td>2. Researcher fully addresses research questions in “Findings” and “Discussion” Impact on student learning or learning environment is made clear, evident in the presentation of data, findings, and discussion.</td>
<td></td>
</tr>
<tr>
<td>3. Researcher uses at least 3 different sources of data for triangulation.</td>
<td></td>
</tr>
<tr>
<td>4. Researcher fully analyzes and incorporates all three sources of data in conclusions.</td>
<td></td>
</tr>
<tr>
<td>5. Correct methods are used in analyzing data.</td>
<td></td>
</tr>
<tr>
<td>6. Researcher planned research project, made efforts to collect relevant data, made adjustments as necessary.</td>
<td></td>
</tr>
</tbody>
</table>

(Should this include max number of points / section?)
INTRODUCTION

1. Introduction to the Topic
   A. Identify the problem or area of interest.
   B. Provide background information.

2. Purpose Statement
   A. State purpose of study.  Example: The purpose of this action research project was to examine the writing workshop in my second grade and to describe effective implementation practices.
   B. Put the purpose in the form of one to three questions. One question must focus on the measurability of the impact on student learning or learning environment.
   Example: The specific research questions are:
   1. What is happening during my writing workshop?
   2. Is the writing workshop effective in developing my students’ writing skills?
   3. How do I know that? What evidence/data tells me I have impacted my students’ writing skills?

3. Importance of the Study
   A. Tell why this study is important.
   B. Example: The information here will be of value to …It will also provide elementary teachers with a plan to …

4. Definition of Terms
   A. List important terms.
   B. Briefly describe each term using one or two complete sentences.

REVIEW OF THE LITERATURE

1. This builds the foundation for your thesis. Here you provide background information to support your question or to put your research topic in a theoretical context.

2. Gather material. 20 or more sources are required. Points will be deducted for fewer than 20 sources. Use current, peer-reviewed journal articles whenever possible. (current = less than 10 years old) Use scholarly sources - general websites, newspaper/general magazine articles are not acceptable.

3. Describe empirical research related to your topic. When describing research studies, try to use one or two sentences to describe each of the following: (a) the question or purpose of the study, (b) the number and type of participants, (c) the treatment or conditions involved, (d) the type of measures, and (e) the results and conclusions.

4. This chapter ends with a brief summary of the major points covered that is generally about one paragraph in length. The summary may be a bulleted list with each point cited.

5. Every reference in this section should have a corresponding full citation on the References page. The References page should NOT include citations to works you have not discussed in the literature review.

6. Connections between your research project and the reviewed literature should be obvious. The literature review should NOT be a listing of various articles with no obvious connections made to your project.

METHODOLOGY

1. Participants
   A. Describe the people involved. The reader should know ages, number, gender, ethnic...
make-up, and anything else you feel is pertinent to your research.

B. Describe the environment - classroom, school, or community – so that reader can place your class in the proper context. Context may also include quantitative data you have about students in the learning environment.

2. Materials
   A. Describe any materials used in your research. If you are using a particular curriculum, product, or procedure, describe it fully. Include relevant examples in an appendix. Remember that the reader knows nothing.
   B. Describe all types of measuring devices. Explain where you obtained the data collection instrument (did you create surveys, adapt surveys, etc?) If surveys, checklists, rubrics, or rating charts are used, describe them briefly, then include a sample in the appendix.

3. Procedures
   A. The research process should be described completely. For example, if you are “testing” a particular teaching method, you should describe exactly how you taught the unit using the particular method.
   B. Describe the length of the study, how you collected the data, how much, and how often.
   C. Use past tense in describing all aspects of your methodology and findings. Research always exists in the past, in a specific time and place.
   D. If you use a special curriculum, technique or procedure, let the reader know exactly what it is. This section should be described in such a way that one could pick up this chapter and replicate your procedures.

4. Analysis
   A. Describe how you organized and analyzed ALL sources data. Be specific!!!!!
   B. Inductive analysis is generally used with field notes and other qualitative data
   C. Quantitative data is generally analyzed using totals and mean scores. Statistical analysis is also a option (t test using Excel)
   D. If a source of data is not used - explanation should be included.

### FINDINGS

1. Restate your research questions.
2. Describe the data that answer EACH research question.
3. Describe the themes, categories, and patterns.
4. Use illustrative examples for each category.
5. Use tables, graphs, figures, and artwork as necessary. Tables should be clear, readable.
6. Use headings and subheadings to make the structure readily apparent.

### DISCUSSION

1. Overview of the Study
   A. Restate the general purpose of the study.
   B. Briefly describe how the results were obtained.
2. Summary of Findings
   A. Provide a brief summary of the findings.
   B. This may be one to two paragraphs.
3. Conclusions
   A. Move beyond the data. Tell what the results mean in terms of impact on student learning or learning environment.
   B. Make connections between what previous researchers discovered (literature review) and your findings.
   C. Describe possible implications of the results.
4. Recommendations
A. Describe how the results might be used in your classroom.
B. Describe how the results may be used to bring understanding to other classrooms or situations.
C. Sometimes the conclusions and recommendations merge.

5. Limitations of the Study [Evaluation]
   A. Describe those things that may have hindered or affected your findings.
   B. Describe those things that you needed to change during the study, or things that did not go as expected. Remember, a good study is not one that proves your particular point; rather, a good study is one that looks carefully, reports accurately, and fairly represents the bit of reality that you experienced.
   C. Describe the limitations or applicability of the findings. For example, your recommendations might be applied only to a certain segment of the population. Also, were you able to look at all facets of the problem?
   D. Describe ideas for future research related to your research

APA
1. References correct – do not “pad” your Reference page with sources you did not cite in the paper.
2. Citations correct - be sure to include page numbers for direct quotes
3. Headings correct
4. Table, Graphs, Figures, and Appendices.
5. Other (spacing, use of numbers, etc.)

SURFACE ERRORS
1. Mechanics / Grammar
2. Spelling
3. Formal writing style appropriate for research report.

**Total (out of)**

<table>
<thead>
<tr>
<th>Grades and Point Requirements</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92 - 100%</td>
</tr>
<tr>
<td>B</td>
<td>82 - 91%</td>
</tr>
<tr>
<td>C</td>
<td>72 - 81%</td>
</tr>
<tr>
<td>D</td>
<td>62 - 71%</td>
</tr>
<tr>
<td>F</td>
<td>Below 65%</td>
</tr>
</tbody>
</table>

5. **Student Progress:**
   Candidates will be assessed on a continuous basis and will be informed of their progress at least once prior to midterm either through the use of Blackboard or by written feedback on assignments.

6. **Attendance Policy:**
   Regular attendance is expected in each class of this course. Candidates are responsible for making-up any missed assignments when they must be absent. Instructor approval is necessary to make-up missed tests or to extend an assignment deadline. The instructor reserves the right to adjust the grade of or refuse to accept late assignments.

7. **Last Date to Drop the Course:** The last day to withdraw from full semester classes or the university can be found in the University academic calendar.

8. **Disability Statement:** If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss
any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the Office in the Student Services Building Room 361 by email at disserv@eku.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in an alternative format.

9. **Academic Integrity Statement:** Candidates are advised that EKU’s Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at [www.academicintegrity.eku.edu](http://www.academicintegrity.eku.edu). Questions regarding the policy may be directed to the Office of Academic Integrity.

10. **Official E-mail:** An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.

11. **Course Outline:** *(Should include tentative timeline/schedule)*

   Developing an Action Research Proposal
   - Week 1-2 – Identifying and refining the research topic
   - Week 3-4 – Posing the research questions
   - Week 5-6 – Reviewing the literature
   - Week 7-8 – Refining the research plan
   - Week 9-10 – Implementing the plan
   - Week 11-12 – Gathering data
   - Week 13-14 – Analyzing and interpreting data
   - Week 15-16 – Creating the action research report
Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

(Check one)

- New Course (Parts II, IV)
- Course Revision (Parts II, IV)
- Hybrid Course ("S," "W")
- Course Dropped (Part II)
- New Program (Part III)
- Program Revision (Part III)
- Program Suspended (Part III)

Department Name: Educational Leadership and Policy Studies
College: Education

*Course Prefix & Number
*Course Title (30 characters)
*Program Title
Teacher Leader Endorsement (Major ____, Option ____; Minor ____; or Certificate ____)

Proposal Approved by: Departmental Committee
Is this a SACS Substantive Change? Yes**** No X
Graduate Council*
College Curriculum Committee: January 12, 2010
General Education Committee* 9/28/10
Teacher Education Committee*
Council on Academic Affairs
Approved Disapproved
Faculty Senate**
Board of Regents**
Council on Postsecondary Edu.***

*If Applicable (Type NA if not applicable.)
**Approval needed for new, revised, or suspended programs
***Approval/Posting needed for new degree program or certificate program
****If “yes”, SACS must be notified before implementation. Please contact EKU’s Office of Institutional Effectiveness.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)
Update the courses for the Teacher Leader Endorsement per EPSB’s recommendations
A. Effective date: (Example: Fall 2001)
Spring 2011
A. Effective date of suspended programs for currently enrolled students: (if applicable)

B. The justification for this action:
This change is requested due to meeting the Teacher Leader KAR from EPSB.

C. The projected cost (or savings) of this proposal is as follows:
Personnel Impact:
NA
Operating Expenses Impact:
NA
Equipment/Physical Facility Needs:
NA
Library Resources:
NA
Part III. Recording Data for New, Revised, or Suspended Program

31. For a new program, provide the catalog description as being proposed.
32. For a revised program, provide the current program requirements using *strike-through* for deletions and *underline* for additions.
33. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program’s suspension.

New or Revised* Program Text
(*Use *strike-through* for deletions and *underline* for additions.)

TEACHER LEADER ENDORSEMENT

I. GENERAL INFORMATION
The teacher leader endorsement is designed to prepare teachers to be essential contributors to the shared leadership in the school. Teacher leadership becomes a ground level collaborative to strengthen teacher performance.

II. ADMISSION REQUIREMENTS
Candidates will apply for certification admission status as described in the *Graduate Catalog*. Candidates must have completed an initial teaching certification program and have earned a Master’s degree. Candidates who completed a Rank II 5th year program prior to December 31, 2010 are waived from the master’s degree requirement for admission to the program. In addition, candidates must have earned an overall 3.0 graduate GPA.

III. PROGRAM REQUIREMENTS
Curriculum Requirements
Teacher Leader Core ......................................................... 15 hours

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ETL 800, 801</td>
<td>6</td>
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<tr>
<td>ETL 802 or EPY 869</td>
<td>3</td>
</tr>
<tr>
<td>EIE 810, EMg 810, EMS 850, ESE 863, or SEd 800</td>
<td>3</td>
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<tr>
<td>EAD 869 or EMS 889 or a course approved by the advisor</td>
<td>3</td>
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<tr>
<td>ETL 800</td>
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<tr>
<td>ETL 804</td>
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</tr>
</tbody>
</table>

IV. EXIT REQUIREMENTS
Candidates must earn an overall GPA of 3.0 or higher, with no grade lower than a C. A field-based research project, which culminates in a technology-enhanced presentation, is required in the Capstone Seminar or in a designated course. A portfolio review may be required.