MEMORANDUM

TO: Amber Gray  
FROM: Dr. Sherwood Thompson  
      Assistant Dean  
DATE: March 2, 2012  
SUBJECT: COE Items for Graduate Council

Please consider the following agenda items for the College of Education at the next Graduate Council Committee meeting on March 23, 2012:

<table>
<thead>
<tr>
<th>Dept: Curriculum and Instruction</th>
<th>Chair: Dr. Dorie Combs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Revision</td>
<td>ELE 871</td>
</tr>
<tr>
<td>New Course</td>
<td>EGC 840</td>
</tr>
<tr>
<td>Program Revision</td>
<td>Masters of Arts in Teaching</td>
</tr>
<tr>
<td>Program Revision</td>
<td>MAED Reading/Writing P-12</td>
</tr>
<tr>
<td>Editorial Change</td>
<td>Literacy Specialist and Reading Endorsements</td>
</tr>
<tr>
<td>Course Revision</td>
<td>EMS 899</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dept: Special Education</th>
<th>Chair: Dr. Debbie Haydon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Revision</td>
<td>Graduate Certification in LBD</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>Action</th>
<th>Department Name</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Course (Parts II, IV)</td>
<td>Curriculum &amp; Instruction</td>
<td>College of Education</td>
</tr>
<tr>
<td>X Course Revision (Parts II, IV)</td>
<td>*Course Prefix &amp; Number</td>
<td>ELE 871</td>
</tr>
<tr>
<td>Hybrid Course (&quot;S,&quot; &quot;W&quot;)</td>
<td>*Course Title (30 characters)</td>
<td>Literacy Programs P-5</td>
</tr>
<tr>
<td>Course Dropped (Part II)</td>
<td>*Program Title</td>
<td>(Major __, Option __; Minor __; or Certificate __)</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>

*Provide only the information relevant to the proposal.*

**Proposal Approved by:**

- Departmental Committee  01-19-12  Graduate Council*
- College Curriculum Committee  
- General Education Committee*  N/A  Faculty Senate**
- Teacher Education Committee*  

*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.)

- Change pre-requisites on the course to ensure students take it at the appropriate time in their programs.

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

- Summer 2012

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

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

**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:** No additional.
**Part II. Recording Data for New, Revised, or Dropped Course**

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

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using **strike-through** for deletions and **underlines** for additions.
3. 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 <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>

**ELE 871 Literacy Programs P-5. (3) A. Prerequisite: Admission to Master of Arts in Education or appropriate teacher certification program. Intensive study of methods and materials appropriate for developing emergent, primary, and transitional literacy in grades P-5.**

**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 **strike-through** 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.

<table>
<thead>
<tr>
<th>New or Revised* Program Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>(*Use <strong>strike-through</strong> for deletions and <strong>underlines</strong> for additions.)</td>
</tr>
</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:</th>
<th>Dept. (4 letters)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELE</td>
<td>871</td>
<td>Fall 2012</td>
<td>AS</td>
<td>JS</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>BT</td>
<td>EM</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ED</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>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>
<th>Cip Code (first two digits only)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Schedule Type*</th>
<th>Work Load</th>
<th>Grading Mode*</th>
<th>Class Restriction, if any: (undergraduate only)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>FR</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SO</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

- Thesis
- Internship
- Independent Study
- Practicum

**FOR BANNER USE ONLY**

<table>
<thead>
<tr>
<th>Date of data entry</th>
<th>Data entry person</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Course Prefix and No.</th>
<th>Admission to Master of Arts in Education or appropriate teacher certification program.</th>
</tr>
</thead>
<tbody>
<tr>
<td></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>Admission to Master of Arts in Education or appropriate teacher certification program.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Test Scores

<table>
<thead>
<tr>
<th>Minimum GPA</th>
<th>(when a course grouping or student cumulative GPA is required)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></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>
<th>Admission to Master of Arts in Education or appropriate teacher certification program.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Test Scores

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

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

<table>
<thead>
<tr>
<th>Course Prefix and No.</th>
<th>Admission to Master of Arts in Education or appropriate teacher certification program.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</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>
<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>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.*)
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</th>
</tr>
</thead>
<tbody>
<tr>
<td>X New Course (Parts II, IV)</td>
<td>College</td>
<td>College of Education</td>
</tr>
<tr>
<td>_______ Course Revision (Parts II, IV)</td>
<td>*Course Prefix &amp; Number</td>
<td>EGC 840</td>
</tr>
<tr>
<td>_______ Hybrid Course (&quot;s&quot;, &quot;w&quot;)</td>
<td>*Course Title (30 characters)</td>
<td>MAT Applied Learning in Education</td>
</tr>
<tr>
<td>_______ Course Dropped (Part II)</td>
<td>*Program Title</td>
<td>Banner: MAT Applied Learning in Ed</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></td>
<td></td>
</tr>
</tbody>
</table>

*Provide only the information relevant to the proposal.

Proposal Approved by:  
Departmental Committee  
Is this a SACS Substantive Change?  Yes [X] No [ ]  

| Date | Departmental Committee Date | Graduate Council*  
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 19, 2012</td>
<td>College Curriculum Committee 02-07-12</td>
<td>Graduate Council*</td>
</tr>
<tr>
<td></td>
<td>General Education Committee*</td>
<td>Council on Academic Affairs</td>
</tr>
<tr>
<td></td>
<td>Teacher Education Committee*</td>
<td>Approved _____ Disapproved _____</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.)

Offer a new field experience course that will be used to meet the 200 hour field experience requirements as mandated by the KY Education Professional Standards Board. MAT candidates will enroll in this course during the same semester as EGC 820 and EGC 830 (coerequisites). If a candidate is not able to complete the 200 hours of field experience during the first semester of enrollment, the candidate will be able to continue enrollment for up to 4 semesters using an "in progress" grade.

A. 2. Effective date: Fall 2012 catalog (1st offering to be in Spring 2013)

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

B. The justification for this action: The Education Professional Standards Board that governs teacher certification in Kentucky has mandated 200 hours of field experiences with very specific activities included. This course will enable students to complete the requirements for credit and allow for graduate faculty supervision.

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

Personnel Impact: Graduate faculty will be needed at a 10:1 ratio for .25 FTE. These can be adjunct or full-time faculty assignments.

Operating Expenses Impact: Mileage expenses may be incurred for supervisors.
Equipment/Physical Facility Needs: EPSB mandates will require that field experiences of each student be documented and reported to ESPB.
Library Resources: NONE

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>4.</td>
<td>For a new course, provide the catalog text.</td>
</tr>
<tr>
<td>5.</td>
<td>For a revised course, provide the current catalog text with the proposed text using strikethrough for deletions and underlines for additions.</td>
</tr>
<tr>
<td>6.</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 strikethrough for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)</td>
</tr>
</tbody>
</table>

EGC 840 MAT Applied Learning in Education (3) A. Co-requisite: EGC 820 and EGC 830. Directed field experience in educational settings. Minimum of 200 hours field / clinical experience required.

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>For a new program, provide the catalog description as being proposed.</td>
</tr>
<tr>
<td>5.</td>
<td>For a revised program, provide the current program requirements using strikethrough for deletions and underlines for additions.</td>
</tr>
<tr>
<td>6.</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>

<table>
<thead>
<tr>
<th>New or Revised* Program Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>(*Use strikethrough for deletions and underlines for additions)</td>
</tr>
</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</th>
<th>Dept. (4 letters)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>EGC</td>
<td>840</td>
<td>FALL 2012</td>
<td></td>
<td>CURI</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit Hrs.</td>
<td>Weekly Contact Hrs.</td>
<td>Repeatable Maximum No. of Hrs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Lecture ____ Laboratory ____ Other 12.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schedule Type* (List all applicable)</td>
<td>Work Load (for each schedule type)</td>
<td>Grading Mode*</td>
<td>Class Restriction, if any: (undergraduate only)</td>
<td></td>
</tr>
<tr>
<td>P</td>
<td>10:1 ratio for .25 FTE (10 students = 3-hour course)</td>
<td>S</td>
<td>FR                JR</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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-Require(s):** (List only co-require. See below for prerequisites and combinations.)

Course Prefix and No. EGC 820, EGC 830

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>
<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>
</table>
1. Eastern Kentucky University  
Department of Curriculum & Instruction  
EGC 840 - MAT Applied Learning in Education  
3 graduate credit hours  
CRN XXXXX

2. Course Description:  
EGC 840 (3) MAT Applied Learning in Education, Co-requisite: EGC 820 and EGC 830. Directed field experience in educational settings. Minimum of 200 hours field experience required.

3. Required Materials:  
Complete Criminal background check through the EKU Office of Teacher Education Services.  
Taskstream ePortfolio subscription.

4. Student Learning Outcomes:  
1) Collaborate with one or more co-operating teachers to co-teach in educational environments.  
2) Demonstrate knowledge of the content areas. (KTS 1)  
3) Communicate clearly and logically using oral or written forms. (Graduate SLO 5)  
4) Collaborate with colleagues, parents and other agencies to develop instructional programs which support individual and group inquiry. (KTS 8)  
5) Plan and implement activities to meet a wide variety of students' needs utilizing appropriate school, university and community resources. (KTS 2, 3, 4)  
6) Collaborate with co-operating teacher(s) to identify, develop, and analyze appropriate formative and summative assessment strategies and procedures. (KTS 5)  
7) Participate in a professional learning community. (KTS 5, 8)  
8) Create a positive learning climate and demonstrate effective classroom management strategies appropriate for the age and content area (KTS 2).  
9) Use technology effectively and ethically to enhance instruction and record keeping. (KTS 6)  
10) Demonstrate professional dispositions, skills, and ethical behaviors. (KTS 7, 8, 9)  
11) Complete self reflective synthesis of information, evaluation, and analysis of critical questions or issues/problems related to education. (Graduate SLO 5)

5. Evaluation Method:  
   a. Faculty Supervisor and/or Cooperating Teacher Evaluations 25%  
   b. Completion of Field Experience Requirements 75%

6. Student Progress: Assessments for specific field experience tasks will be posted in Taskstream. As MAT candidates fulfill each field experience task, the candidate will submit the task to the course instructor(s) through Taskstream to be assessed. Students will be able to monitor their progress continually through Taskstream. Feedback from cooperating teachers will be solicited and included in the Taskstream record.
7. Attendance Policy:

Punctuality and attendance is expected for field experiences and important to developing professional skills and providing support to learners and educational professionals.

8. Last Date to Drop: The last date to withdraw from a full semester course is listed on the Colonel’s Compass Calendar. (http://www.eku/compass/calendar/)

9. 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.

10. Academic Integrity Statement:

Students 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.

11. E-mail:

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

12. Course Requirements:

a. Complete at least 200 hours of field experiences per EPSB mandates
b. Co-teach, collaborate and assess
c. Teach at least one complete lesson and complete KTIP lesson with Task C
d. Participate in interactions with families of students
e. Participate in a school-based learning community
f. Engagement with diverse populations of students
g. Observation in schools and related agencies
h. Student tutoring
i. Interaction with families of students
j. Attendance at school board and school-based council meetings
k. Participation in a school-based professional learning community
l. Assisting teachers or other school professionals

13. Field Experience Schedule:

Students will coordinate a schedule with the course instructor(s) and field experiences sites.
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 (cs, "w")
Course Dropped (Part II)
New Program (Part III)
Program Revision (Part III)

Department Name
College
"Course Prefix & Number
"Course Title (30 characters)
"Program Title

Curriculum and Instruction
Education

Master of Arts In Teaching
(Major _X__, Option __; Minor __; Certificate ___)

Program Suspended (Part III)

*Provide only the information relevant to the proposal.

Proposal Approved by: Date

Departmental Committee

January 19, 2012

Graduate Council*

Is this a SACS Substantive Change? Yes [[ ], No [X]

College Curriculum Committee

02-07-12

Council on Academic Affairs

General Education Committee* N/A

Approved __ Disapproved ___

Teacher Education Committee* 02-28-12

Faculty Senate**

*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.)

Update Field Experiences requirements to comply with 16 KAR 5:020 and 16 KAR 5:040

A new course will be created and required (EGC 840) so that MAT candidates can complete the state-mandated field experiences. Program hours will remain the same because the current concentration course hours will be reduced by 3 hours.

A. 2. Effective date: Candidates seeking admission to Master of Arts in Teaching September 1, 2012 or after.

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

B. The justification for this action: To maintain compliance with 16 KAR 5:020 and 16 KAR 5:040

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

Personnel Impact: The Teacher Education Banner Modules will need to be updated to capture the new data. ITDS staff will be involved.

Operating Expenses Impact: Initial cost to update the Banner Modules

Equipment/Physical Facility Needs: none

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

7. For a new program, provide the catalog description as being proposed.
8. For a revised program, provide the current program requirements using strikethrough for deletions and underlines for additions.
9. 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.)

ALTERNATIVE ROUTES TO INITIAL CERTIFICATION
MASTER OF ARTS IN TEACHING
Middle Grades, Secondary Education
(P-12, 5-12, 8-12)
Interdisciplinary Early Childhood Education

I. GENERAL INFORMATION
Through this program, candidates who have already earned an undergraduate degree (without teacher certification) may complete teaching certification requirements while completing a master's degree.

II. MAT Teaching Areas
A. Interdisciplinary Early Childhood Education
This program, offered through the Department of Special Education, prepares the student to become certified by the Commonwealth of Kentucky to teach children ages birth to five with and without disabilities.

B. Middle Grades 5-9
The Middle Grades (5-9) certification preparation program is designed to allow degree candidates who have already completed an appropriate undergraduate major (determined by transcript review) to complete middle grades teaching certification requirements while completing a master's degree.
Candidates for certification who select the Middle Grades 5-9 area will choose two concentrations (subjects in which teacher certification will be earned) from the following:
• Language Arts
• Mathematics
• Science
• Social Studies
The selected concentration subjects are those in which the teacher will then request certification by the Commonwealth of Kentucky.

C. Secondary Education 8-12; 5-12; P-12
The Secondary Education 8-12; 5-12; P-12 certification preparation program is designed to allow candidates who have already completed an appropriate undergraduate major (determined by transcript review) to fulfill teaching certification requirements while completing a master's degree. Candidates will choose one concentration (subject in which teacher certification will be
earned) from the following:
- Agriculture (grades 5-12)
- Art (Primary – 12)
- Biological science (8-12)
- Business and marketing* (grades 5-12)
- Chemistry (8-12)
- Earth science (8-12)
- English (8-12)
- Family and consumer sciences (grades 5-12)
- Health (Primary – 12)
- Mathematics (8-12)
- Music* (Primary – 12)
- Physical education
- Physics (8-12)
- Social science (8-12)
- Spanish (Primary – 12)
- Technology education (grades 5-12)
- Theatre (P-12)

The selected concentration subject will be that which the teacher will then request certification by the Commonwealth of Kentucky.

*Candidates seeking admission in these areas will have to provide evidence of having completed specific undergraduate courses prior to admission.

III. ADMISSION REQUIREMENTS
Candidates seeking admission to the program must:
1. Submit an application to the Graduate School indicating a bachelor’s degree including all transcripts from accredited colleges attended except Eastern Kentucky University.

2. Provide evidence of the following prior to being accepted into the program:
   a. Master’s degree OR 3.0 overall undergraduate GPA OR 3.0 in the last 60 hours of course work.
   b. GRE (Graduate Record Exam) with the following scores:
      - Verbal with minimum score of 450;
      - Quantitative with minimum score of 490;
      - Analytical Writing with minimum score of 4.0

OR

PRAXIS I - Pre-Professional Skills Test with the following scores:
- Reading 176;
- Math 174;
- Writing 174

c. Major (or equivalent) in the field in which certification is being sought (only for secondary candidates; others are reviewed for appropriate course content).
d. Passing PRAXIS II scores in the desired certification area with the exception of music.
e. A professional resume.

f. An autobiography documenting relevant life/work/educational experience.

g. Three letters of reference.
h. Complete two written assignments, given by the department, that assess critical thinking, creativity, communication and collaboration.

i. Complete an interview with the Master of Arts in Teaching admission committee.

j. Candidates must complete and sign a Candidate Statement of Commitment Regarding Dispositions form.

k. Candidates must complete and sign a “Personal and Professional Fitness Declaration” form. This process includes a review of the Professional Code of Ethics for Kentucky School Personnel established in 16 KAR1:020.

NOTE: Based upon applicant disclosure, an interview by the Professional Education Admission Committee may be required.

IV. PROGRAM REQUIREMENTS

Program Planning — During the first term of enrollment, the candidate must develop and submit to the Office of Graduate Education and Research a planned program. In addition to the required professional preparation courses, candidates will take 12 hours of graduate course work in their concentration area(s). Faculty will evaluate undergraduate transcripts and take into consideration life/work experiences, and performance on the PRAXIS II in recommending content courses to be taken in the program. Candidates in business-marketing may need to complete a semester of prerequisite undergraduate courses.

Transfer Credit — The candidate must complete the professional education courses at Eastern Kentucky University. Acceptance of transfer subject matter courses will be determined on an individual basis.

Curriculum Requirements for Master of Arts in Teaching

A. Interdisciplinary Early Childhood Education

Professional Education Core
EGC 820, 830, 840, 889.
SED 897.
18-18 hours

Concentration
SED 718, 722, 790, 811
CDF 741, 744, 747.
OT S 715, ELE 719.
25-28 hours

Field Experience Requirement:
Minimum of 200 hours of field experiences in a variety of Primary -12 school settings which allow the candidate to participate in the following:

A. Engagement with diverse populations of students which include (1) Students from a minimum of two different ethnic or cultural groups of which the candidate would not be considered a member; (2) students from different socioeconomic groups; (3) English language learners; (4) Students with disabilities; and (5) Students from across elementary, middle school, and secondary grade levels

B. Observation in schools and related agencies, including but not limited to: Family Resource Centers or Youth Service Centers

C. Student Tutoring

D. Interaction with families of students

E. Attendance at school board and school-based council meetings

F. Participation in a school-based professional learning community

G. Opportunities to assist teachers or other school professionals
Exit Requirement
GRD 877f or 878k, and 878l

Minimum Program Total .............................................. 43 hours

B. Middle Grades 5-9 Option
Professional Education Core ........................................... 27 hours, 30 hours
EGC 820, 830, 840, 835, 836, 837, 889 .......................... 24 hours 24 hours
EMG 806 ........................................................................ 3 hours
SED 800 ........................................................................ 3 hours
Concentration .................................................................. 12 hours 9 hours
Courses will be selected with advisor approval.

Field Experience Requirement:
Minimum of 200 hours of field experiences in a variety of Primary -12 school
settings which allow the candidate to participate in the following:
A. Engagement with diverse populations of students which include (1) Students from
a minimum of two different ethnic or cultural groups of which the candidate would not
be considered a member; (2) students from different socioeconomic groups; (3) English
language learners; (4) Students with disabilities; and (5) Students from across elementary, middle school,
and secondary grade levels
B. Observation in schools and related agencies, including but not limited to: Family Resource
Centers or Youth Service Centers
C. Student Tutoring
D. Interaction with families of students
E. Attendance at school board and school-based council meetings
F. Participation in a school-based professional learning community
G. Opportunities to assist teachers or other school professionals

Exit Requirement
GRD 877f or 878k, and 878l
Minimum Program Total .............................................. 39 hours

C. Secondary, P-12, 5-12 Education Option
Professional Education Core .............................................. 27 hours, 30 hours
EGC 820, 830, 840, appropriate ESE 700-level teaching methods
course in field of certification (see list below), 846, 847, 889 .................. 24 hours 24 hours
EMG 806 or ESE774 ..................................................... 3 hours
SED 800 ........................................................................ 3 hours
Concentration .................................................................. 12 hours 9 hours
Courses will be selected with advisor approval.

ESE 700-level teaching methods courses:
Agriculture - ESE 752 Teaching of Career and Technical Education in Middle and Secondary Schools
Art - ESE 740 Teaching Art in the Secondary School P-12 Schools
Business Education - ESE 773 Teaching Business and Marketing in the Middle and Secondary Schools
English - ESE 743 Teaching Language Arts in the Secondary School
Family & Consumer Science - ESE 753 Family and Consumer Science Education Curriculum
Foreign Language - ESE 743 Teaching Language Arts in the Secondary School
Health - ESE 787 Teaching Health Education in the Secondary School
Math - ESE 750 Teaching Mathematics in the Secondary School
Music - ESE 779 Music Education: Principles and Practices
Physical Education - ESE 766 Teaching Physical Education in the Secondary School
Secondary Sciences: Physics, Biology, Earth Science, Chemistry - ESE 761 Teaching Science in the Secondary School
Social Studies - ESE 749 Teaching Social Studies in the Secondary School
Technology Education - ESE 752 Teaching of Career and Technical Education in Middle and Secondary Schools
Field Experience Requirement:
Minimum of 200 hours of field experiences in a variety of Primary -12 school settings which allow the candidate to participate in the following:
A. Engagement with diverse populations of students which include (1) Students from a minimum of two different ethnic or cultural groups of which the candidate would not be considered a member; (2) students from different socioeconomic groups; (3) English language learners; (4) Students with disabilities; and (5) Students from across elementary, middle school, and secondary grade levels
B. Observation in schools and related agencies, including but not limited to: Family Resource Centers or Youth Service Centers
C. Student Tutoring
D. Interaction with families of students
E. Attendance at school board and school-based council meetings
F. Participation in a school-based professional learning community
G. Opportunities to assist teachers or other school professionals

Exit Requirement
GRD 877g or 878m, and 878n

Minimum Program Total .................................................. 39 hours

V. EXIT REQUIREMENTS
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 EGC 889 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. A portfolio review is 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>Department Name</th>
<th>College</th>
<th>Curriculum and Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Check one)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Course (Parts II, IV)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Revision (Parts II, IV)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hybrid Course (*S, *W)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Dropped (Part II)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Program (Part III)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>X</strong> Program Revision (Part III)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Suspended (Part III)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Provide only the information relevant to the proposal.*

Proposal Approved by:  
**Departmental Committee**  
**Is this a SACS Substantive Change?** Yes***** No**  
**College Curriculum Committee**  
**General Education Committee**  
**Teacher Education Committee**  
**Date**  
01-24-12  
02-07-12  
02-28-12  

**Graduate Council***  
**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. 1. Specific action requested:** (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)  
Update the program display to represent the Literacy Specialist (P-12) Endorsement and Reading (P-12) Endorsement that are applicable to this Master's degree.

**A. 2. Effective date:** Fall 2012

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

**B. The justification for this action:** Provides information to candidates about certification options available in Literary Specialist and Reading.

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

7. For a new course, provide the catalog text.
8. For a revised course, provide the current catalog text with the proposed text using strikethrough for deletions and underlines for additions.
9. 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.")

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

10. For a new program, provide the catalog description as being proposed.
11. For a revised program, provide the current program requirements using strikethrough for deletions and underlines for additions.
12. 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

MASTER OF ARTS IN EDUCATION
In Reading/Writing P-12
with Teacher Leader Endorsement
Leads to P-12 Literacy Endorsement
CIP Code: 13.0301

I. GENERAL INFORMATION
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 that leads to a Literacy Endorsement (P-12) and a Teacher Leader Endorsement, 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.

III. PROGRAM REQUIREMENTS
Teacher Leader Core...........................................12 hours
ETL 800, 801, 802, 803
Program Specific Coursework..........................18 hours
EME 865* (teacher leader capstone)........................3 hours
One of the following: EME 751, 874, or ENG 805 ..........3 hours
EMS 875..................................................................3 hours
ENG 863..................................................................3 hours
EME 877..................................................................3 hours
One of the following: ELE 871, EME 873, EMG 806,
ENG 805, ESE 774 or course approved by the advisor ....3 hours
Exit Requirement.....................................................0 hours
Comprehensive Exam and Portfolio Review:
GRD 878g and 878h
Minimum Program Total ......................................30 hours

Candidates may apply for the Literacy Specialist (P-12) certification
(endorsement) after completing EMS 875, ENG 863, EME 877, and
One of the following: ELE 871, EMG 806, or ESE 774. Candidates must pass
the appropriate Praxis II Exam for this area of certification

Candidates may apply for the Reading (P-12) certification
(endorsement) after completing ELE 871, EMG 806, ESE 774, EMS 875.
Candidates must pass the appropriate Praxis II Exam for this area

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, EME 865.

Comprehensive Examinations: The candidate will have an
opportunity to demonstrate professional growth through an oral
examination (GRD 878g) covering education and major program
components taken in conjunction with the Capstone Seminar. A
portfolio review is also required (GRD 878h).
Editorial Change - Curriculum Form
(Present only one curriculum editorial change per form)
(Complete only the section(s) applicable.)

**Part I**

<table>
<thead>
<tr>
<th>Department Name</th>
<th>Curriculum and Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
<td>Education</td>
</tr>
<tr>
<td>*Course Prefix &amp; Number</td>
<td></td>
</tr>
<tr>
<td>*Course Title (30 characters)</td>
<td></td>
</tr>
<tr>
<td>*Program Title</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Major __, Option __; Minor __; or Certificate __)</td>
</tr>
</tbody>
</table>

*Provide only the information relevant to the proposal.

Original Proposal Approved by the Council on Academic Affairs on Date: 

**Completion of A 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.)

Update catalog copy to reflect Literacy Specialist (P-12) and Reading (P-12) Endorsements.

**A. 2. Effective date:** Fall 2012 Catalog

**Part III. Recording Data for Revised Program**

**PAGE 69 GRADUATE CATALOG 2011-2012**

<table>
<thead>
<tr>
<th>Endorsement Preparation Programs</th>
<th>Dept. of Curriculum &amp; Instruction</th>
<th>Dept. of Counseling and Educational Psychology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drivers Education (Grades 8-12) Endorsement</td>
<td>...........................................77</td>
<td>...........................................82</td>
</tr>
<tr>
<td>Elementary School Counselor seeking Secondary School Counseling Endorsement</td>
<td>...........................................77</td>
<td>...........................................82</td>
</tr>
<tr>
<td>Environmental Education (Grades P-12) Endorsement</td>
<td>...........................................77</td>
<td>...........................................82</td>
</tr>
<tr>
<td>Individual Intellectual Assessment Endorsement</td>
<td>...........................................77</td>
<td>...........................................82</td>
</tr>
<tr>
<td>Gifted Education (Grades P-12) Endorsement</td>
<td>...........................................77</td>
<td>...........................................82</td>
</tr>
<tr>
<td>Instructional Computer Technology (Grades P-12) Endorsement</td>
<td>...........................................77</td>
<td>...........................................82</td>
</tr>
<tr>
<td>Literacy Specialist (P-12) Endorsement</td>
<td>...........................................77</td>
<td>...........................................82</td>
</tr>
<tr>
<td>Reading (P-12) Endorsement</td>
<td>...........................................77</td>
<td>...........................................82</td>
</tr>
<tr>
<td>Secondary School Counselor seeking Elementary Education Counseling Endorsement</td>
<td>...........................................77</td>
<td>...........................................82</td>
</tr>
<tr>
<td>Teacher Leader Endorsement</td>
<td>...........................................77</td>
<td>...........................................82</td>
</tr>
<tr>
<td>Dept. of Educ. Leadership &amp; Policy Studies</td>
<td>...........................................80</td>
<td></td>
</tr>
</tbody>
</table>
ENDORSEMENTS
PREPARATION PROGRAMS

These are programs of study which do not lead to a degree or to an EKU awarded recognition but instead prepare the student, upon recommendation from EKU, for professional endorsement by the Commonwealth of Kentucky Education Professional Standards Board. In some cases, the endorsement may be earned as part of a degree program.

For information on the following endorsement programs, go to the Curriculum and Instruction website at www.education.eku.edu/curriculum/.

Endorsement Area Required Hours

- Driver Education (Grades 8-12) 12 hours
- English as a Second Language (Grades P-12) 12 hours
- Environmental Education (Grades P-12) 12 hours
- Gifted Education (Grades P-12) 12 hours
- Instructional Computer Technology (Grades P-12) 12 hours
- Literacy Specialist (Grades P-12) 12 hours
- Reading (Grades P-12) 12 hours
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>New Course (Parts II, IV)</td>
</tr>
<tr>
<td>X  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>
<tr>
<td>*Provide only the information relevant to the proposal.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proposal Approved by:</th>
<th>Date</th>
<th>Date</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Departmental Committee</td>
<td>01-19-12</td>
<td></td>
<td>Graduate Council*</td>
</tr>
<tr>
<td>College Curriculum Committee</td>
<td></td>
<td></td>
<td>Council on Academic Affairs</td>
</tr>
<tr>
<td>General Education Committee*</td>
<td></td>
<td></td>
<td>Approved Disapproved</td>
</tr>
<tr>
<td>Teacher Education Committee*</td>
<td></td>
<td></td>
<td>Faculty Senate**</td>
</tr>
<tr>
<td>*If Applicable (Type NA if not applicable.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>**Approval needed for new, revised, or suspended programs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>***Approval/Posting needed for new degree program or certificate program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>****If &quot;yes&quot;, SACS must be notified before implementation. Please contact EKU’s Office of Institutional Effectiveness.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.)
Change course title and description to accommodate candidates in the Specialist in Education in Curriculum and Instruction program.

A. **Effective date:** (Example: Fall 2001)
Fall 2012

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

B. **The justification for this action:** The course was revised for use in the Education Specialist in Curriculum & Instruction to allow students to complete their specialist project for exit from the program.

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: No additional.
### 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>1.</td>
<td>For a new course, provide the catalog text.</td>
</tr>
<tr>
<td>2.</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>3.</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>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>

**EMS 889 Teacher Leader Specialist in Education Capstone (1-3)** A. Prerequisite: ETL 800, 801, and 802 or EDL 810 and EDL 811. Completion of minimum of 24 hours in Ed.S. program. Multimedia presentation of an action research project related to teacher leadership area of specialization. Reflections on individual professional development related to Advanced Kentucky Teacher Standards.

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>For a new program, provide the catalog description as being proposed.</td>
</tr>
<tr>
<td>2.</td>
<td>For a revised program, provide the current program requirements using <strong>strike-through</strong> for deletions and <strong>underlines</strong> for additions.</td>
</tr>
<tr>
<td>3.</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>

<table>
<thead>
<tr>
<th>New or Revised* Program Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>(*Use <strong>strike-through</strong> for deletions and <strong>underlines</strong> for additions.)</td>
</tr>
</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:</th>
<th>Dept. (4 letters)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMS</td>
<td>899</td>
<td>Fall 2012</td>
<td>AS</td>
<td>JS</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>BT</td>
<td>EM</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ED</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>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. | Cip Code (first two digits only)

<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></td>
<td></td>
<td></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>

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>
</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 802 OR EDL 810 and ETL 811</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Scores</td>
<td>Completion of minimum of 24 hours in Ed.S program.</td>
</tr>
</tbody>
</table>

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>
</tr>
</thead>
<tbody>
<tr>
<td>Test Scores</td>
</tr>
</tbody>
</table>

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>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix and No.</td>
</tr>
<tr>
<td>Course Prefix and No.</td>
</tr>
</tbody>
</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>
<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>
<td></td>
<td>VC (3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.*)
1. **Department of Curriculum and Instruction**  
EMS 889  
Course Title: Education Specialist Capstone  
Credit Hours: 1-3

2. **Course Description**

   Prerequisites: ETL802 OR EDL 810 and 811. Completion of minimum of 24 hours in EDS program. Multimedia presentation of a research project related to area of specialization. Reflections on individual professional development related to Advanced Kentucky Teacher Standards.

3. **Texts**


4. **Student Learning Outcomes**

   Students completing this capstone seminar will:

   a. Assess progress as an Education Specialist by examining evidence that is aligned with the Kentucky Teacher Standards – Advanced. (KTS 7, 9, 10) (SLO 1, 2)
   b. Discuss, evaluate, and reflect on participation in a professional learning community. (KTS 7, 9, 10) (SLO 1, 2)
   c. Complete a Professional Development Activity Plan and provide evidence of professional growth based on that plan. (KTS 7, 9, 10) (SLO 1, 2)
   d. Present the completed research project through a multi-media approach and submit a written final report of the project. Presentation and / or article will be submitted to a state and or national conference / journal for publication / presentation. (KTS 1, 6, 7, 9, 10) (SLO 3, 4, 5, & 6)
   e. Explore action research as an effective means of professional development and research. (KTS 7, 9, 10) (SLO 1, 2)

5. **Evaluation**

   Requirements:                Points:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Report Document</td>
<td>200</td>
</tr>
<tr>
<td>Research Presentation</td>
<td>100</td>
</tr>
<tr>
<td>Class Discussion/ Participation/ Peer Reviews</td>
<td>80</td>
</tr>
<tr>
<td>School, department or team Profession Development Activity Plan</td>
<td>100</td>
</tr>
</tbody>
</table>

   ------------------------
   TOTAL 480
Grading System

A = 92 - 100% = 442-480 points  
B = 83 - 91% = 398-441 points  
C = 74 - 82% = 355-397 points  
D = 65 - 73% = 312-354 points  
F = < 65% = < 312 points

LATE PAPER POLICY:  
5 points will be deducted for every day the paper is late.  
Papers turned in more than 7 days late will result in a grade NO HIGHER THAN a B in the course.  
There is NO GUARANTEE that make-up work for incomplete course grades will be graded by the end of the Summer II term.

6. Student Progress:  
Student progress is regularly recorded and maintained in the Blackboard course site. Assignments will be assessed and returned to students in a timely manner.

7. Attendance Policy  
Absences equating 20% of class meetings will result in automatic failure. Failure to participate in the on-line class discussions within the required time limits posted in the class schedule constitutes a class absence. Class sessions missed as a result of late entry will be counted as absences. The student is responsible for presenting adequate reason for absence to the instructor in order to be given opportunity to make up missed work. (Adequate reasons include personal illness, death or serious illness in the immediate family, or participation in an approved university activity.)

8. Last day to drop course or to withdraw from the University are included in the class schedule.

9. Disability Statement: If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the Office on the third floor of the Student Services Building, 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 alternative forms.

10. Academic Integrity Statement: Students 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.
11. **Course Requirements**

Participate in class activities; regular attendance
Read and critique research papers of classmates
Examine personal growth as teacher based on the Kentucky Teaching Standards - Advanced
Complete a Professional Development Activity Plan
Complete Research Paper
Lead a multi-media presentation of research findings

12. **Course Outline**

<table>
<thead>
<tr>
<th>Session 1</th>
<th>Overview of course and requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 2</td>
<td>Creating a Professional Development Activity Plan</td>
</tr>
<tr>
<td>Session 3</td>
<td>APA Review</td>
</tr>
<tr>
<td>Sessions 4 - 5</td>
<td>Critique of published Research</td>
</tr>
<tr>
<td>Sessions 6 - 7</td>
<td>Analyzing qualitative and quantitative data</td>
</tr>
<tr>
<td>Sessions 8 - 9</td>
<td>Writing an effective research report to practitioners</td>
</tr>
<tr>
<td>Session 10</td>
<td>Peer Review of Research Papers</td>
</tr>
<tr>
<td>Sessions 11 – 14</td>
<td>Creating a multi-media presentation</td>
</tr>
<tr>
<td>Sessions 15</td>
<td>Presenting and evaluating research projects</td>
</tr>
<tr>
<td></td>
<td>Reflecting upon completed research</td>
</tr>
</tbody>
</table>

Attending presentations of colleagues

13. **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.
RELATIONSHIP TO:

CONCEPTUAL FRAMEWORK ELEMENTS

CF1: **Knowledge** - Enables candidates to construct understanding of the complexity and richness of the teaching/learning process.

CF2: **Pedagogical Skills** - Enables the professional educator to facilitate learning for all students.

CF3: **Dispositions** - Includes the professional attitudes, values and beliefs that support student learning and development.

CF4: **Technology** - Focuses on preparing candidates who are able to use educational technology to help all students learn.

CF5: **Diversity** - Reflects the Unit’s commitment to preparing candidates to support learning for all students

College of Education Conceptual Framework

|---------|---------|---------|---------|---------|

TEACHER STANDARDS (2008)

| STANDARD 1: | The teacher demonstrates applied content knowledge |
| STANDARD 2: | The teacher designs and plans instruction |
| STANDARD 3: | The teacher creates and maintains learning climate |
| STANDARD 4: | The teacher implements and manages instruction |
STANDARD 5: The teacher assesses and communicates learning results
STANDARD 6: The teacher demonstrates the implementation of technology
STANDARD 7: Reflects on and evaluates teaching and learning
STANDARD 8: Collaborates with colleagues/parents/others
STANDARD 9: Evaluates teaching and implements professional development
STANDARD 10: Provides leadership within school/community/profession

Kentucky Teacher Standards – Advanced

<table>
<thead>
<tr>
<th>K- Basic Knowledge, A- Application, PA- Portfolio Artifact, KA 1, 2, 3, 4, 5, 6- Key Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>TS1</td>
</tr>
</tbody>
</table>

EKU GOALS

EKU-G1. To promote and support an inclusive climate that respects and celebrates diversity by attracting, developing and educating a diverse student, faculty, and staff population.

EKU-G2. To continuously assess and improve the services and infrastructure of the University to support and maintain high quality programs.

EKU-G3. To promote learning through high quality programs, research, and support services.

EKU-G4. To develop and enhance an environment facilitating intellectual curiosity, cultural opportunities and problem-solving abilities for members of the University community.

EKU-G5. To increase and enhance external and internal constituency engagement, while maintaining a connection with the southeastern region of Kentucky.

EKU Goals

<table>
<thead>
<tr>
<th>EKU-G1</th>
<th>EKU-G2</th>
<th>EKU-G3</th>
<th>EKU-G4</th>
<th>EKU-G5</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

KERA Initiatives

Identify the initiative number(s) for each category

<table>
<thead>
<tr>
<th>Learner Goals/Academic Expectations</th>
<th>Program of Studies: Understandings</th>
<th>Program of Studies: Skills &amp; Concepts</th>
<th>Core Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.E. 1.1, 1.2, 1.3, 1.4</td>
<td>M &amp; H Reading &amp; Writing</td>
<td>M &amp; H Reading &amp; Writing</td>
<td>M &amp; H Reading &amp; Writing</td>
</tr>
</tbody>
</table>
**EPSB Themes**

K- Basic Knowledge, A- Application, PA- Portfolio Artifact, KA 1, 2, 3, 4, 5, 6- Key Assessments

<table>
<thead>
<tr>
<th>COURSES</th>
<th>Diversity</th>
<th>Technology</th>
<th>Literacy</th>
<th>Code of Ethics</th>
<th>Leadership</th>
</tr>
</thead>
</table>
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>Department Name</th>
<th>Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>College</td>
<td>Education</td>
</tr>
<tr>
<td>Hybrid Course (&quot;S&quot; or &quot;W&quot;)</td>
<td>*Course Prefix &amp; Number</td>
<td>Graduate Certification in Learning and Behavior Disorders</td>
</tr>
<tr>
<td></td>
<td>*Course Title (30 characters)</td>
<td>(Major ____, Option _____ Minor _____; or Certificate x)</td>
</tr>
<tr>
<td>New Program (Part III)</td>
<td>*Program Title</td>
<td></td>
</tr>
<tr>
<td>x Program Revision (Part III)</td>
<td>*Provide only the information relevant to the proposal.</td>
<td></td>
</tr>
</tbody>
</table>

Proposal Approved by:

<table>
<thead>
<tr>
<th>Departmental Committee</th>
<th>Date</th>
<th>Graduate Council*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/31/2012</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

College Curriculum Committee

<table>
<thead>
<tr>
<th>Date</th>
<th>College on Academic Affairs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/7/2012</td>
<td>Approved Disapproved</td>
</tr>
</tbody>
</table>

General Education Committee*

<table>
<thead>
<tr>
<th>Date</th>
<th>Faculty Senate**</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/28/2012</td>
<td>Approved Disapproved</td>
</tr>
</tbody>
</table>

Teacher Education Committee*

<table>
<thead>
<tr>
<th>Date</th>
<th>Board of Regents**</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Approved Disapproved</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.)

To remove SED 793 from the required courses in the Graduate Certification Program in Learning and Behavior Disorders.

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

Fall 2012

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

n/a

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

Removing this course from the required courses will more closely align the Graduate Certification Program with the standards in the MAED Teacher Leader Adding Certification option and because there is course redundancy between SED 793 and SED 856. The content taught in SED 793 is adequately addressed in the SED 856, Graduate Methods and Materials, course.

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

**Personnel Impact:**

None

**Operating Expenses Impact:**

None

**Equipment/Physical Facility Needs:**

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.

Learning and Behavior Disorders
The prerequisites are an undergraduate degree and KY Provisional Teaching Certificate in P-5, 5-9, or High School for classroom teachers. Candidates must also have completed the following or equivalent prerequisite course work:

**Prerequisite Courses** ...............................................................12 hours
ELE 443 or EMG 443; EMG 447 or 806; MAT 201, 202.

**Required Courses** .................................................................34 31 hours
SED 722, 775, 776, 778; SED 356 or 856; SED 745, 774*, 790, 791, 792, and 897.

Note: Completion of the above program will not suffice for completion of a Rank program. For LBD Certification, the PRAXIS test in the area of a specialty must be passed.

*SED 774 can be waived with one year of successful teaching of candidates with LBD.