

College Curriculum Coordinating Committee

November 1, 2011

Agenda

1. Call to Order
 2. Approval of the Minutes – (October 4, 2011)
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Department of Counseling and Educational Psychology

New Course	COU 870	Fall 2012
New Course	COU 871	Fall 2012
New Course	COU 872	Fall 2012
Course Revision	EPY 869	Summer 2012
Course Revision	EPY 839	Summer 2012
Course Revision	COU 814	Summer 2012
Course Revision	COU 803	Summer 2012

Department of Curriculum and Instruction

Program Revision	Middle Grades (5-9)	Immediately
Program Revision	Master of Arts in Teaching	September 1, 2012
Course Revision	LIB 301	Fall 2012
Course Revision	EMG 445W	Fall 2012
Course Revision	EMG 445	Fall 2012
Course Revision	EMG 551	Fall 2012
Course Revision	EMG 361	Fall 2012
Course Revision	ELE 445W	Fall 2012
Course Revision	ELE 445	Fall 2012
Course Revision	ELE 365	Fall 2012
Course Revision	ELE 362	Fall 2012
Course Revision	ELE 361	Fall 2012
Course Revision	ELE 322	Fall 2012
Course Revision	EDF 320	Fall 2012
Course Revision	EDF 319W	Fall 2012
Course Revision	EDF 319	Fall 2012
Course Revision	EDF 310	Fall 2012
Course Revision	EDF 203	Fall 2012

Department of Special Education

Program Revision	Communication Disorders (B.S.)	Fall 2012
Course Revision	CDS 380	Fall 2012
Program Revision	Communication Disorders (M.A. Ed.)	Fall 2012

Course Revision	SED 260	Fall 2012
Course Revision	CDS 899	Summer 2012
New Course	CDS 897	Fall 2012
Course Revision	CDS 880	Summer 2012
Course Revision	CDS 488	Fall 2012
Course Revision	CDS 474	Fall 2012
Course Revision	CDS 374	Fall 2012

Department of Teacher Education Services

Program Revision	FIELD PLACEMENT Student Teaching and Field Experiences	Fall 2012
Program Revision	College of Education Policy and Procedures Section	Fall 2012
Program Revision	Admission to Teacher Education	Fall 2012

Discussion / Informational Items

Good of the Order

College Curriculum Coordinating Committee

November 1, 2011

Minutes

Members Present: Bianca Puglia, Robert Biggin, April Blakely, Stephanie Adamovich, Karen Maloley, Sue Mahanna-Boden, Larry Sexton, Dorie Combs, Deborah Haydon, Laurence Hayes, Bill Phillips, Kim Naugle

Student Representatives: Shana Goggins

Guests: Charlotte Hubbard, Rose Skepple, Muriel Stockburger

Members Absent: Danny Roush, Jasmine Rutherford, Deneia Thomas*, Deborah West, Sandra Wood*, Jim Rinehart, James Dantic, Sherwood Thompson*, Paul Erickson, Mark Cleveland, Margaret Moore*

*Prior Notification of Absence

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1. Call to Order – The meeting was called to order by Dr. Kim Naugle, who filled in as Chair for this meeting, at 3:33PM.
 2. Approval of the Minutes – (October 4, 2011) Dr. Dorie Combs moved to approve the minutes and Dr. Sue Mahanna-Boden seconded. The motion carried and the minutes were approved.
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Department of Counseling and Educational Psychology

APPROVED

New Courses (3)

COU 870, COU 871, COU 872

Fall 2012

The three new courses were reviewed as a group. Dr. Larry Sexton discussed. Dr. Sexton moved to approve. Dr. Bill Phillips seconded. The motion carried and the new courses were approved.

APPROVED (Pending Changes)

Course Revisions (4)

EPY 859, EPY 839, COU 814, COU 803

Summer 2012

The four course revisions were reviewed as a group. Dr. Larry Sexton discussed. Dr. Sexton moved to approve. Dr. Bill Phillips seconded. Discussion followed. Regarding EPY 839, Dr. Dorie Combs questioned whether the changes would still allow the course to be appropriate for someone completing an MAED and indicated there were currently students in the program that would effect for the next year. Dr. Sexton assured that it would. Syllabi will also need to be included with the revisions. The motion carried and the course revisions were approved pending changes (adding syllabi) to be made by the department.

Department of Curriculum and Instruction

APPROVED

Program Revision

Middle Grades (5-9)

Immediately

Dr. Dorie Combs discussed and moved to approve. Dr. Bob Biggin seconded. The motion carried and the program revision was approved.

APPROVED

Program Revision

Master of Arts in Teaching

September 1, 2012

Dr. Dorie Combs discussed and moved to approve. Dr. Bill Phillips seconded. Discussion followed. Dr. Kim Naugle indicated that the main thing everyone should be aware of is the GRE requirement changes and allowing the PPST as an option. Dr. Combs spoke on the changes to admission and indicated that this revision also adds the 200 field experience requirement hours in the MAT. Dr. Combs also pointed out that this would not affect the hiring of people in the fall. Dr. Bill Phillips questioned whether the GRE is required without a score. The committee indicated that it depends upon the program. Dr. Combs expressed concern that the GRE score is really high and that she worries it would cut program participants by not allowing an alternative admissions test. The PPST will be for initial certificates only and will only effect the MAT program at the graduate level because it is an initial certification program. Dr. Bob Biggin shared that the Graduate School is discussing waiving the GRE for an undergraduate with a GPA of 3.0 or higher. Dr. Charlotte Hubbard, a guest at this meeting who is a member of the Graduate Council, confirmed this. Dr. Deborah Haydon confirmed it as well indicating that this has already been passed by the Council on Academic Affairs and will be effective Fall 2012. The motion carried and the program revision was approved.

APPROVED (Pending Changes)

Course Revisions (14) LIB 301, EMG 445W, EMG 445, EMG 551, EMG 361, ELE 445W, ELE 445, ELE 365, ELE 362, ELE 361, ELE 322, EDF 320, EDF 319W, EDF 319 Fall 2012

The fourteen course revisions were reviewed as a group. Dr. Dorie Combs discussed and moved to approve. Dr. Bill Phillips seconded. Dr. Combs indicated that the department had already discussed and decided to strike language within the "Specific Action Requested" section on all forms. The lines reading, "Update prerequisite to comply with EPSB mandate: 'Require that candidates not be permitted to accumulate more than three credit hours in required program courses prior to admission to the program,'" will be omitted. Dr. Combs also indicated that the admissions requirements would be added as well. The motion carried and the course revisions were approved pending the changes to be completed by the department.

APPROVED

Course Revision

EDF 310

Fall 2012

Dr. Dorie Combs discussed and moved to approve. Dr. Debbie Haydon seconded. The motion carried and the course revision was approved.

APPROVED (Pending Changes)

Course Revision

EDF 203

Fall 2012

Dr. Dorie Combs discussed. Dr. April Blakely moved to approve, and Dr. Sue Mahanna-Boden seconded. Discussion followed. Dr. Combs indicated that this revision was to remove the test requirement allowing students to be able to get enrolled in the course and have a little more time to take the test. The committee suggested this be added to the justification section on the form. There was also some question regarding the

“Verified Credentials” language that will need to be worked out by the department. The motion carried and the course revision was approved pending changes to be made by the department.

Department of Special Education

** The SED agenda items were reviewed in a different order than listed on the agenda.**

APPROVED

Course Revision SED 260 Fall 2012

Dr. Debbie Haydon discussed and moved to approve. Dr. Bob Biggin seconded. The motion carried and the course revision was approved.

APPROVED (Pending Changes)

Program Revision Communication Disorders (B.S.) Fall 2012

Course Revisions (3) CDS 488, CDS 474, CDS 374 Fall 2012

The program revision and three course revisions were reviewed as a group. Dr. Charlotte Hubbard discussed. Dr. Kim Naugle moved to approve. Dr. Bianca Puglia seconded. Discussion followed. Several changes were identified by the committee to be made by the department. Dr. Debbie Haydon indicated that she had already spoken with Dr. Margaret Moore who had agreed to assist with the changes and help with some language issues throughout the forms. The motion carried and the program revision, course revisions, and new course were approved pending changes to be made by the department.

APPROVED

Course Revision CDS 380 Fall 2012

Dr. Charlotte Hubbard discussed. Dr. Kim Naugle moved to approve. Dr. Sue Mahanna-Boden seconded. The motion carried and the course revision was approved.

APPROVED

Course Revisions (2) CDS 899, CDS 880 Summer 2012

New Course CDS 897 Fall 2012

The two course revisions and new course were reviewed as a pair. Dr. Charlotte Hubbard discussed. Dr. Kim Naugle moved to approve. Dr. Debbie Haydon seconded. The motion carried and the course revisions and new course were approved.

APPROVED

Program Revision Communication Disorders (MAED) Fall 2012

Dr. Charlotte Hubbard discussed. Dr. Kim Naugle moved to approve. Dr. Sue Mahanna-Boden seconded. Discussion followed. Dr. Naugle asked whether the department had looked at the effects changing the GRE admission scores would affect the program. Dr. Hubbard indicated that they had and that of the 20 students currently enrolled in the program, only four would have been admitted under the new testing scores. Dr. Hubbard and Dr. Stephanie Adamovich discussed that the department had talked about it and were concerned that allowing the PPST to be taken as an alternative to the GRE would give the appearance of “watering down” their program. Dr. Bill Phillips suggested using the PPST as a “fall back” to fill the 20 slots should students not be able to get the required GRE scores for program admission. The committee discussed that if this were to be done that it would have to be published. The department wanted to go ahead with the changes as they had

presented them and could always go back and make changes if necessary in the future. The motion carried and the program revision was approved.

Department of Teacher Education Services

APPROVED

Program Revision FIELD PLACEMENT Student Teaching and Field Experiences Fall 2012
Dr. Dorie Combs discussed and moved to approve. Dr. Laurence Hayes seconded. A short discussion on TB skin tests followed. Dr. Combs pointed out that there are lots of questions surrounding the issue of schools allowing pre-service teachers to participate on their PLCs as this is not something that the schools are in favor of but is required by EPSB. Dr. Bill Phillips said that EPSB was planning to discuss that issue at their next meeting. The motion carried and the program revision was approved.

APPROVED

Program Revision College of Education Policy and Procedure Section Fall 2012

APPROVED

Program Revision Admission to Teacher Education Fall 2012

Discussion / Informational Items

- Dr. Bill Phillips handed out a paper entitled, Update on CAEP Transition, for the committee to review on their own time.

Approved on December 6, 2011

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

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____)	Counseling and Educational Psychology Education COU 870 Introduction to Play Therapy Elective for School and Mental Health Counseling Masters _____ (Major ____, Option ____, Minor ____, or Certificate ____)
Proposal Approved by: _____ Date _____ Date _____		
Departmental Committee	2-2-2011	Graduate Council*
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	_____	Approved _____ Disapproved _____
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 ECU'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.) Request that this 3 hour graduate course be made a permanent course available as an elective course in counseling	
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: To offer this course as an approved elective in the Master of Arts in School Counseling and Mental Health Counseling.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: One course assignment per semester. Operating Expenses Impact: None Equipment/Physical Facility Needs: None required. But the designation of a room to be a permanent Play Therapy room is requested. Library Resources:	

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 ~~striethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalogue Text

COU 870 3 Hrs. Prerequisites: COU 839, COU 813, COU 840, COU 846

Introduction to Play Therapy including the person of the therapist, playroom and materials, theories, history, process, techniques, relationship building, themes, parent involvement, ethics and experiential practice of play therapy.

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 ~~striethrough~~ 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.

New or Revised* Program Text

(*Use ~~striethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new or changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
COU 870		Fall 2011	AS _____ JS _____ BT _____ EM _____ ED <u>X</u> PC _____ HS _____	CEPY
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>X</u>	Laboratory _____	Other _____	
			Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		
			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.)

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.	COU 813, COU 840, COU 846, and COU 839
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	Admission to Grad program in counseling
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).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

Eastern Kentucky University
Department of Counseling and Educational Psychology
Syllabus for Introduction to Play Therapy
CRN
Spring 2011
M. Stockburger, Ed.D.
Combs 212
859-622-1134
Muriel.Stockburger@eku.edu

CATALOGUE COURSE DESCRIPTION

COU 870 3 Hrs. Prerequisites: COU 839, COU 813, COU 840, COU 846

Introduction to Play Therapy including the person of the therapist, playroom and materials, theories, history, process, techniques, relationship building, themes, parent involvement, ethics and experiential practice of play therapy.

ADDITIONAL INFORMATION:

This course covers the development of the person of the Play Therapist, an overview of the essential elements and principles of Play Therapy, including history, theories, techniques, applications and skills. There will be an experiential component focusing on basic play therapy skill development within the context of ethical and diversity-sensitive practice. With access to two-way mirrored-video recording capable rooms participants will engage in role play scenarios with classmates, and engage in play interactions with a "normal" child in the context of the play room. Participants will also observe video-taped experts performing play therapy making content/process observations. The methods of instruction include lecture, role plays, small group work, class presentations, discussions, web searches, demonstration, written exercises, videos, experiential exercises, and time in the playroom working with a child .

TEXTS

Play Therapy: the Art of the Relationship by Garry Landreth, latest edition. ISBN 1-58391-327-0

Dibs In Search of Self by Virginia Axline ISBN 978-0-345-33925-6

Other assigned readings

STUDENT LEARNING OUTCOMES

1. Understands the meaning of play in children's lives and the stages of play in the therapeutic process with adjusted and maladjusted children.
2. Understands the unique aspects, key concepts, and objectives of the child-centered philosophy.
3. Understands what children learn in the play therapy process.
4. Analyzes knowledge of the person of the play therapist, necessary personality characteristics, and the role of the play therapist in the therapeutic experience.
5. States knowledge of the person of the play therapist, necessary personality characteristics, and the role of the play therapist in the therapeutic experience.
6. Creates a model playroom using only recommended toys and materials.
7. Relates to parents/guardians and explains basic elements of the Play therapy process.
8. States how to make contact with the reluctant/anxious child and structures the therapeutic experience in the playroom.
9. Evaluates how children view the Play Therapy experience.
10. Demonstrates limit setting skills.
11. Identifies typical problems that occur in the playroom and utilizes skill in responding.
12. Demonstrates awareness of issues in play therapy, such as participating in the child's play, accepting gifts, and clean up.
13. Understands the value of analyzing transcripts in interactions with clients such as transcripts with: a child facing death, an acting out child, a manipulative child, an elective mute child, and a child who has pulled all her hair out.
14. Demonstrates an understanding of short-term and intensive play therapy.
15. Demonstrates an understanding of guidelines for determining therapeutic progress in play therapy and termination procedures.
16. Develops a play therapy kit according to guidelines given in class.
17. Demonstrates relationship skills with clients in the play therapy context.
18. Practices within Best Practices and ACA ethical guidelines for counseling and Play therapy.
19. Practices with an awareness of cultural perspectives in relation to Play Therapy practice.
20. Demonstrates respect for the dignity and worth of each individual.
21. Exhibits basic child-centered play therapy responses.
22. Integrates and demonstrates knowledge of all areas mentioned in the course description.

EVALUATION METHODS:	PERCENTAGE
Midterm	10
Final Exam	10
Play Therapy Tote Bag	10
Design of Play Therapy Room	5
Class Participation	10
Presentation	5
Online Research	5
Reflections	5
Summaries of Videos	10
Play Therapy Session	10
Written work	5
Child Observation	5
Model Play Therapy Treatment Plan	5
Biographical Sketch	5

PERCENTAGE	GRADE
90%-100%	A
80-89%	B
70-79%	C
60-69%	D
50-59%	F

STUDENT PROGRESS:

Students will receive written feedback prior to the date to drop the class as listed in the University online information.

ATTENDANCE POLICY:

Regular attendance in each class is expected. A student may miss one class for any reason. Two absences must be discussed with the instructor. This refers to two 2 hr and 45 minute time periods. Since this is an all day Saturday Class, missing an entire class may result in failure of the class or an incomplete. Please discuss any absences that are for more than 2 hrs. and 45 min. with the instructor. It is the student's responsibility to read, remember, understand the attendance policy and to sign the roll sheet. Roll sheets may not be signed retroactively. If the student's name is not on the roll sheet, that student will be counted absent. The roll sheet is used to officially document attendance. A late student is responsible for signing the roll sheet during the first break. Students missing an exam must contact the instructor immediately, preferably by email.

Cell phones and other electronic communication devices are to be turned off or put on silence so as not to disrupt the class. Electronic devices should not be brought to class and used during any exam. Laptops are to be used for note taking only, not for checking email or other forms of communication during class. You will be asked to put away your laptop if this is happening.

This class follows the University Policy for disruptive students found at the ECU website and should it be necessary action will be taken according to University policy for disruptive students. Do not be late for class. Excessive lateness may result in lowering of grades and in extreme cases, failure of class. Students are expected to come to class on time, sit through class, take breaks when the rest of the class takes breaks, and not leave until class is over. Getting up and leaving while class is going on may result in lowering of your class participation grade, as you will be missing out on class information, instruction and interactions. (This does not apply to illness or emergencies.)

LAST DAY TO DROP THE COURSE :

The last day to drop the course will be listed in the online Colonel Compass.

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@ecu.edu or by telephone at (859-622-2933V /TDD). Upon individual request, this syllabus can be made available in an alternative format.

ACADEMIC INTEGRITY STATEMENT: Students are advised that ECU's Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at www.academicintegrity.edu.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

Official E-Mail: An official ECU 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 ECU e-mail address.

COURSE REQUIREMENTS:

1. Read assigned, books, articles and materials.
2. View videos and other media.
3. Participate in class discussions.
4. Presentation
5. Completion and Development of Play Therapy Tote Bag
6. Write summaries of videos
7. Written work and reactions to videos and audio programs provided by APT
8. Midterm
9. Final Exam
10. Design of Play therapy Room
11. Play Therapy session with child volunteer
12. Role Plays
13. Online Research
14. Behavior that is ethical and confidential
15. Develop a model Play Therapy Treatment Plan for a particular clinical problem.
16. Child Observation to demonstrate understanding of the theories and principles of human development and play.
17. Research, write and present a biographical sketch of a seminal professional play therapist in the field of play therapy

COURSE OUTLINE

First Class

Saturday 9-5

Ch. 1,2,3. Play Therapy the Art of the Relationship

Videos

Ethics Experiential Exercises

Principles of Relationships

Child Development

Second Class

Saturday 9-5

Following the topics and format in the Play Therapy text by Garry Landreth including the (a) dedication, (b) acknowledgements, (c) Ch. 1. About Me, Garry Landreth, reflect and respond as the author has done. This information is extremely relevant to the person of the play therapist, which is critical to this therapeutic process. As you read the information pick out topics, such as "being a good parent is more important than writing a book" put this topic at the top of your paper and then write your response and reflection. You will have one topic from each paragraph. Due in hard copy. Pages 5,6,7. "Principles of Relationships" spend extra time with these principles and memorize them. Understand these principles thoroughly as they are the basis for Child-Centered Play Therapy. You will be tested on them. Online research (1) professional play therapy associations, (2) worldwide play therapy training centers, (3) the play therapy center at North Texas University, as well as (4) the topic of Child-Centered play therapy is due.

Ch. 4,5,6. In Play Therapy

Ch. 1-6 in Dibs

Test over Principles of relationships.

Experiential Exercises

Role Play

Facilitative Responses

Video

Play Therapy Tote Bag is due with recommended materials

Child Observation is due

Third Class

Saturday 9-5

Ch. 7,8,9,10 in Play Therapy

Ch. 7-12 in Dibs

Role Play

Facilitative Responses

Experiential Exercises

Video

Midterm

Presentations

Play therapy with child client volunteer

Summaries of videos due

Model Play Therapy Treatment Plan is due

Fourth Class

Saturday 9-5

Ch. 11,12,13,14 in Play Therapy

Ch. 13-18 in Dibs

Introduction to Jungian Play Therapy

Playroom Design is due.

Role Play

Facilitative Responses

Experiential Exercises

Play Therapy with child client volunteer

Video

Presentations

Fifth Class

Saturday 9-5

Ch. 15, 16, 17 in Play Therapy

Ch. 19-24 in Dibs

Video

Introduction to Gestalt Play Therapy

Experiential Exercises

Facilitative Responses

Presentations

Play Therapy with child client volunteer

Final Exam

PLAY THERAPY PRESENTATIONS

Presentations are 15 minutes in length and may be completed with a partner. Make a handout of your presentation for everyone in class. You may choose any topic touched on in your text related to Play Therapy that would be helpful to counselors. You may show video clips, bring in a speaker, demonstrate a skill, show a power point. Please discuss your presentation with the instructor prior to the presentation for details.

CHILD OBSERVATION

Children, especially very young children speak with their behavior and body language. It is extremely crucial that the Play Therapist is an excellent and trained observer of children. Without this keen observation and understanding of children, their developmental stages, physical, cognitive, emotional, psychological, self development and all other knowledge and experience that we as professionals bring to any session, the person of the child is in danger of not being seen and heard. Thus one of the first steps for the beginning Play Therapist is observing children.

1. Observe a child between the ages of 2-10 or 11 for one hour.
2. Locate, review and record the developmental stages from the work of a) Freud, b)Erikson, c) Kohlberg, d)Piaget, and one other developmental theorist of your choice prior to making the observation.
3. Observe the child within the framework of these theorists, pointing out and referring to any specific developmental material that the child shows during this hour. For example: Piaget, Concrete Operational stage-child makes a clay figure. Try to identify developmental ages and stages and report these.
4. Be objective and scientific in your approach. Imagine that you are a scientist gathering data to make a complete picture of the child to further your understanding of this child.
5. Write a summary, which includes:
 - a. age
 - b. gender
 - c. date
 - d. length of time of the observation (60 minutes) or should the child fall asleep, etc., the exact time that you observed
 - e. the environment in which the observation took place. (a child development lab, a school, are good choices because you may be able to watch without sitting next to the child or becoming part of their experience, this allows you more opportunity to observe the child freely in the child's environment.
 - f. Obtain permission from the parent/legal guardian to observe and explain that the identity of the child will not be stated and that you are observing for a class assignment on strengthening your knowledge of child development and understanding children.

MODEL PLAY THERAPY TREATMENT PLAN

There are no specific requirements for treatment plans in play therapy. The treatment plan is based on the theoretical model that is being used in Play Therapy and thus will vary. For example: Child-Centered, Gestalt, etc. Research online for play therapy treatment plans and locate a treatment plan to use as a model. Include your model and follow your chosen model to create 1) a treatment plan for your child volunteer from this class or 2) a treatment plan for a child client that you identify and describe or create (not a real child)

PLAY THERAPY TOTE BAG PLAYROOM

It is recognized that the materials for inclusion in your tote bag may range in price, and can be expensive when completed, although expense is not the crucial item of concern in choosing materials. If the expense is a particularly difficult challenge for you at this time, you may make a tote bag with at least THREE items from each category mentioned in your text or from the lists handed out in class. The categories are: 1. Real-Life Toys, 2. Acting-Out Aggressive-Release Toys, 3. Toys for Creative Expression and Emotional Release. It is understood that your tote bag playrooms must be complete at a future time in order to allow the child maximum opportunities for growth. The purpose of this exercise is to develop and prepare the materials that are needed in play therapy for your work with children.

DESIGN OF PLAY THERAPY ROOM

The play therapy play room design must follow recommendations from your text and class and include the elements mentioned in your text. Examples will be shown in class. A small cardboard box with furniture drawn on can be used, or three dimensional designs may be used.(ex. Doll furniture, real miniature toys, etc.) The purpose of this exercise is to practice setting up your own play therapy room and thinking through the crucial and ideal elements.

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

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title *Provide only the information relevant to the proposal.	Counseling and Educational Psychology Education COU 871 Advanced Play Therapy Elective for School and Mental Health Counseling Masters (Major ____, Option ____, Minor ____, or Certificate ____)
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Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	2-2-2011	Graduate Council*	
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs	
College Curriculum Committee		Approved _____ Disapproved _____	
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.)

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Request that this 3 hour graduate course be made a permanent course available as an elective course in counseling</p> <p>A. 2. Effective date: Fall 2012</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: To offer this course as an approved elective in the Master degree programs in School and Mental Health Counseling.</p>
<p>C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: One course assignment per semester.</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None required. But the designation of a room to be a permanent Play Therapy room is requested.</p> <p>Library Resources:</p>

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

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

4. For a new course, provide the catalog text.
5. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
6. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use striketrough for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.

COU 871 3 Hrs. Prerequisites: COU 813, EPY 839, COU 840, COU 846, and COU 870

Advanced Play Therapy includes in depth research, advanced theory, play therapy practice and skill development with specific populations and needs.

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 ~~striketrough~~ 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 ~~striketrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new or changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
COU 871		Fall 2011	AS _____ JS _____ BT _____ EM _____ ED <u>X</u> PC _____ HS _____	CEPY
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>X</u>	Laboratory _____	Other _____	
			Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1,B, T, V, W	3	N	FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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.	COU 813, COU 840, COU 846, COU 870 and EPY 839
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	Admission to Grad program in counseling
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).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

Eastern Kentucky University
Department of Counseling and Educational Psychology
Syllabus for COU 871 Advanced Play Therapy
3 Credit Hours
M. Stockburger, Ed. D.
Combs 212
859-622-1134
Muriel.Stockburger@eku.edu

COURSE DESCRIPTION

COU 871 3 Hrs. Prerequisites: COU 813, EPY 839, COU 840, COU 846, and COU 870 Advanced Play Therapy includes in depth research, advanced theory, play therapy practice and skill development with specific populations and needs.

ADDITIONAL INFORMATION:

This course covers in depth theory, research and practice in Play Therapy. Object Relations, Experiential, Gestalt, Dynamic, Narrative, Child-Centered, Jungian, Relationship, Filial and Child Parent Relationship Theory, Culturally Competent Play Therapy, Clay Therapy, Sandtray, Therapy, Play Therapy with Children in International Disaster Relief, Evidence-Based Play Therapy, Play Therapy with the Homeless, Play Therapy with sexually abused children, Play Therapy for Girls Displaying Social Aggression and Play Therapy with Traumatized Children as well as other applications of Play Therapy to other identified presenting child problems such as attachment problems and relational trauma. The methods of instruction include lecture, role plays, small group work, class presentations, observations discussions, web searches, demonstration, written exercises and reflections, videos, and power point.

TEXT

Contemporary Play Therapy, Theory, Research and Practice by Schaefer, C.E. and Kaduson, H.G. ISBN-13:978-1-59385-633-5. Guilford Press. 2008. Required.

A Practical Handbook for Building the Play Therapy Relationship by Geordono, M., Landreth, G.S. Jones, L. Landham, M.D. 2005. Rowman & Littlefield Publishers. Required.

Play Therapy Theory and Practice: Comparing Theories and Techniques by O'Connor, K.L., & Braverman, L.D. (Eds.) 2009. Hoboken, NJ: John Wiley & Sons. Recommended.

Psychotherapy with Children by Moustakas, C.E. 1959 N.Y: Harper and Row. Recommended.

STUDENT LEARNING OUTCOMES

1. Knowledge and analysis of the latest advances in Narrative, Dynamic, Experiential, Child-Centered and other Play Therapy theory research and practice.
2. Synthesis of theory, research and practice and differentiates similarities and differences in theories and practice of Play Therapy.
3. States an understanding of evidence-Based Play Therapy.
4. Applies theory, research, and practice to specific populations such as children who are sexually abused, traumatized and victims of disaster or homes.
5. Articulates theories of Play therapy.
6. Understands the critical need for research in Play Therapy and basic research approaches.
7. Evaluates client needs and theoretical approaches for appropriate interventions.
8. Understands ethics and best practices as applied to Play Therapy.
9. Creates appropriate treatment plans for specific client populations based on research.
10. Comprehends the need for cultural awareness, sensitivity and ethical multicultural practice with Play therapy.
11. Understands and applies theory, research and practice in Play Therapy while working with parents.
12. Understands the larger cultural context into which clients fit.
13. Understands the dynamics of building the Play Therapy relationship.
14. Understands and is aware of the person of the therapist and the therapists impact on clients.

EVALUATION METHODS

- | | |
|---|-----|
| 1. Treatment Plan for Child Client | 10% |
| 2. Presentation of one chapter from text | 10% |
| 3. Reflections | 10% |
| 4. Written Exercises | 10% |
| 5. Midterm | 10% |
| 6. Final Exam | 10% |
| 7. Respectful, ethical class participation following ACA guidelines | 10% |
| 8. Role Plays | 10% |
| 9. Play Therapy Mini Practica with child volunteer with Play Therapy Tote Bag/Kit | 10% |

10. Read, write a summary, make copy for each class member, present an article from the APT Journal

10%

Percentage	Grade
90-100	A
80-89	B
70-79	C
60-69	D
50-59	F

STUDENT PROGRESS

Students will receive written feedback prior to the date to drop the class as listed in the University online information as well as the Colonel Compass.

ATTENDANCE POLICY

Regular attendance in each class is expected. A student may miss one class for any reason. Two absences must be discussed with the instructor. This refers to two 2 hr and 45 minute time periods. Since this is an all day Saturday Class, missing an entire class may result in failure of the class or an incomplete. Please discuss any absences that are for more than 2 hrs. and 45 minutes with the instructor. It is the student's responsibility to read, remember, and understand the attendance policy and to sign the roll sheet. Roll sheets may not be signed retroactively. If the student's name is not on the roll sheet, that student will be counted absent. The roll sheet is used to officially document attendance. A late student is responsible for signing the roll sheet during the first break. Students missing an exam must contact the instructor immediately, preferably by email.

Cell phones and other electronic communication devices are to be turned off or put on silence so as not to disrupt the class. Electronic devices should not be brought to class and used during any exam. Laptops are to be used for note taking only, not for checking email or other forms of communication during class. You will be asked to put away your laptop if this is happening.

This class follows the University Policy for disruptive students found at the ECU website and should it be necessary, action will be taken according to University policy for disruptive students. Do not be late for class. Excessive lateness may result in lowering of grades and in extreme cases, failure of class. Students are expected to come to class on time, sit through class, take breaks when the rest of the class takes breaks, and not leave until class is over. Getting up and leaving while class is going on may result in lowering of your class participation grade, as you will be missing out on class information, instruction and interactions. (This does not apply to illness or emergencies.)

LAST DAY TO DROP THE COURSE

The last day to drop the course will be listed in the online Colonel Compass.

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@ecu.edu or by telephone at (859-622-2933V/TDD). Upon individual request, this syllabus can be made available in an alternative format.

ACADEMIC INTEGRITY STATEMENT

Students are advised the ECU's Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at www.academicintegrity.ecu.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

OFFICIAL E-MAIL

An official ECU 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 ECU e-mail address.

COURSE REQUIREMENTS

1. Read all assignments.
2. Create an in depth treatment plan using one theoretical approach for a client.
3. Presentation of one chapter from text.
4. Written reflections and exercises.
5. Midterm
6. Final Exam
7. View media presented in class, videos, etc.
8. Respectful, ethical, professional participation in class.

9. Role Plays
10. Play Therapy Mini Practica with child volunteer
11. Play Therapy kit, Tote Bag, as per direction including materials from Intro to Play Therapy class. Only recommended media will be accepted. (Check text Play Therapy: The Art of the Relationship by Garry Landreth.
12. Read and present one article from the International Journal of Play Therapy from the Association for Play Therapy.

COURSE OUTLINE

First Class

Saturday 9-5

Introduction of class

Ch. 1. Object relations Play therapy: Application to Attachment Problems and Relational Trauma

Ch. 2. Experiential Play Therapy

Review of Play Therapy Materials, Ethics, and Best Practices.

Review of Playroom, safety and Limit Setting

Role Plays

Review of basic Play Therapy Relational Skills

Second Class

Saturday 9-5

Ch.3. Dynamic Play Therapy

Ch.4. Narrative Play Therapy

Ch.5. Evaluating the Effectiveness of Theraplay

Video

Role Plays

Chapter Presentations

Article Presentations

Play Therapy with Autistic, Asperger, and ADHD

Third Class

Saturday 9-5

Midterm

Ch. 6. Evidence-Based Play Therapy-Research approaches to Play Therapy

Ch. 7. "I'm Rich". Play Therapy with Children Who are Homeless.

Play Therapy and Neurological Development

Child Centered

Chapter Presentations

Article Presentations

Mini Practica with Child volunteer

Role Plays

Video

Written exercises and reflections are due.

Fourth Class

Saturday 9-5

Ch. 8. Treatment of Sexually Abused Children

Ch. 9. Play Therapy for Girls Displaying Social Aggression

Ch. 10. Culturally Competent Play Therapy with Mexican American Child and Family

Jungian approach

Chapter Presentations

Article Presentations

Role Plays

Mini Practica with Child volunteer

Video

Fifth Class

Saturday 9-5

Ch. 11. Clay Therapy: The Clinical Application of Clay with Children

Ch. 12. Time-Limited Play Therapy to enhance Resiliency in Children

Ch. 13. Coping with Disaster: Psychosocial Interventions

Group Play Therapy

Play Therapy and the School Counselor

Gestalt Play Therapy

Chapter Presentations

Article Presentations

Role Plays

Video

Mini Practica with Child Volunteer

Final Exam

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

Part I

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title *Provide only the information relevant to the proposal.	Counseling and Educational Psychology Education COU 872 Practicum in Play Therapy Electives in School and Mental Health Counseling Masters (Major ____, Option ____, Minor ____, or Certificate ____)
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	2/2/2011	Graduate Council*
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
College Curriculum Committee	_____	Approved _____ Disapproved _____
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.) Request that this 3 hour graduate course be made a permanent course available as an elective course in counseling,	
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: To offer this course as an approved elective in the Master degree program in School Counseling and Mental Health Counseling.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: One course assignment per semester. Operating Expenses Impact: None Equipment/Physical Facility Needs: None required. But the designation of a room to be a permanent Play Therapy room is requested. Library Resources:	

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 ~~striketrough~~ for deletions and underlines for additions.
9. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striketrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

COU 872 3 Hrs. Prerequisites: EPY 839, COU 813, COU 840, COU 846, COU 870, COU 871.

Practicum in Play Therapy includes personal and professional development of the Play Therapist through practical application of Play Therapy theories, techniques and skills.

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 ~~striketrough~~ 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 ~~striketrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new or changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
COU	872	Fall 2011	AS _____ JS _____ BT _____ EM _____ ED <u>X</u> PC _____ HS _____	CEPY
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture <u>X</u> Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		
			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.)

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.	COU 813, EPY 839, COU 840, COU 846, COU 870, and COU 871
Course Prefix and No.	
Test Scores	Admission to Grad program in counseling.
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).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

Eastern Kentucky University
Department of Counseling and Educational Psychology
Syllabus for Play Therapy Practicum
COU 872
3 Credit Hours
M. Stockburger, Ed.D.
Combs 212
859-622-1134
Muriel.Stockburger@eku.edu

CATALOGUE COURSE DESCRIPTION:

COU 872 3 Hrs. Prerequisites: EPY 839, COU 813, COU 840, COU 846, COU 870, COU 871. Practicum in Play Therapy includes personal and professional development of the Play Therapist through practical application of Play Therapy theories, techniques and skills.

ADDITIONAL INFORMATION:

This course is a continuation of training in Play Therapy. The aim is to develop greater practice competence in counseling professionals who are interested in using Play Therapy. The course provides individual and group supervision in play therapy practice. Role play, videos, lecture, discussion, online research, case presentations, counseling with clients, record keeping, the use of play media, readings, journaling, and reviewing related research are important elements of this training.

TEXT:

Play Therapy Landreth, G. 2002

Dibs: In Search of Self by Axline, V. 1964.

Contemporary Play Therapy, Theory, Research and Practice by Schaefer, C.E. and Kaduson. 2008.

A Practical Handbook for Building the Play Therapy Relationship by Geordono, M. Landreth, G. Jones, L. Landham, M.D. 2005.

Play Therapy Theory and Practice: Comparing Theories and Techniques by O'Connor, K., & Braverman, L. 2009.

Psychotherapy With Children by Moustakas, C. 1959

STUDENT LEARNING OUTCOMES

1. Demonstrate refinement of micro-skills and techniques.
2. Demonstrate expansion of varieties of facilitative responses.
3. Demonstrate experience and knowledge in handling of various issues in the play therapy process.
4. Demonstrate skill in limit setting.
5. Demonstrate skill development in dealing with parents/legal guardians in relation to play therapy experience.
6. Demonstrate sensitivity in identifying children's significant play behaviors.
7. Demonstrate in depth understanding and skill in identifying themes and meaning in play behavior.
8. Demonstrate the development of micro-skills in activity therapy as part of play therapy.
9. Demonstrate greater sensitivity to and understanding of diversity issues in play therapy.
10. Demonstrate continued development in conceptualizing a client's presenting clinical problem (s) developmentally and theoretically.
11. Demonstrate basic and advanced play therapy skills, including but not limited to structuring, tracking, reflection of content and process, returning responsibility, and facilitating self-advocacy.
12. State, identify and differentiate the stages within the play therapy process from intake to termination.
13. State, examine and discuss key elements in a play therapy relationship.
14. Evaluate and state personal and professional relational style and the impact of relational style on the unfolding relationship with the client and be able to present this information in case study discussion.

EVALUATION METHODS

The final grade will be assigned by the University Supervisor. A "Satisfactory" grade indicates that all required forms and materials were completed and turned in and at least basic competency and readiness to enter the practice of Play therapy is evident through satisfactorily completing course requirements. If basic competency is not demonstrated, if minimum supervision hours are not completed, if the minimum of direct or indirect hours are not completed, or if all required forms and materials are not completed and turned in, an "Unsatisfactory" grade will be given.

- | | |
|--|-----|
| 1. Midterm exam | 10% |
| 2. Final exam | 10% |
| 3. Case presentation | 10% |
| 4. Individual Play Therapy Sessions with clients | 50% |
| 5. Individual Readings | 5% |
| 6. Class participation | 10% |
| 7. Use of Media | 5% |

STUDENT PROGRESS

The University supervisor will provide written feedback concerning progress at least prior to midterm.

ATTENDANCE POLICY

Your attendance and subsequent participation adds to both you and everyone else's learning. Therefore regular attendance and preparation for each class is

required. Individual and Group Supervision are integral to this class. It is your responsibility to contact the University Supervisor prior to any unavoidable absence (except last minute emergencies.) This is especially true due to the nature of this course. Students are expected to keep Practicum class time, et, group supervision and individual supervision times just as they would keep the times for any scheduled University class. If sessions are missed they must be discussed with the instructor and may result in an unsatisfactory or failure of the class. The best way to contact the instructor is via email.

LAST DAY TO DROP THE COURSE

The last day to withdraw from this course is printed in the online schedule book. Midterm exam, feedback from videotapes and supervision meetings will indicate student progress.

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.

ACADEMIC INTEGRITY STATEMENT

Students are advised that ECU's Academic Integrity policy will be strictly 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.

OFFICIAL E-Mail

An official ECU e-mail will be sent to this ECU e-mail address.

COURSE REQUIREMENTS

1. Supervision—The minimum required supervision a student will receive in the practicum semester includes: 1 ½ hours of group supervision and 1 hour of individual supervision on campus each week. The student will receive a Professional Counseling Performance Evaluation from their Faculty supervisor.
2. Time Log—Students will complete 100 clock hours of Practicum during the semester (approximately 10 hours per week for the duration of the semester). These hours will include time spent in direct contact with clients (minimum of 40 hours) and time spent in indirect, (60 hours) in other activities approved by the instructor in support of student's growth in play therapy.
3. Evaluations—Students are evaluated in writing by the University Supervisor at mid-term and at the end of the semester.
4. Informed Consent—Students are required to collect their client or parent's/guardian's of clients signed permission to receive play therapy from a student in training. Students need to provide their clients with the program's informed consent document and verbally explain that they are a student in training and make sure clients understand what they are signing.
5. Case Presentation—Students will be required to submit a case presentation of their clients to their university supervisor and class 2 times during the semester. The case presentations will be reviewed with a video tape of the practicum counselor in session with the client. A transcript of the session may also be required. Guidelines for the presentation must be followed.
6. Mid-term
7. Final exam
8. Students are required to have a complete Play Therapy Tote bag following the course guidelines for selecting items prior by their first play therapy session.
9. Class participation.
10. Individual readings as assigned.
11. Completion of all documents and materials.
12. Half the students weekly sessions may be taped and presented for supervision and half the students weekly sessions must be live with child volunteers. Permission must be obtained prior to bringing child clients. See information included in practicum documents section.
13. Practicum notebook following outline from class.
14. Feedback Process: Students bring a written summary/critique to accompany each recently videotaped play therapy session. Students briefly introduce their tape. The tape is then viewed and critiqued. It is vital that tapes be checked for sound quality. Any tape the class has to struggle to hear or see will not be shown. View the tape and check the technology prior to bringing it to class to help with self-evaluation and check sound and picture quality. Bring your own equipment.

COURSE OUTLINE

May 18, 2011 Play Therapy session, Individual Supervision, Group Supervision
May 25, 2011 Play Therapy session, Individual Supervision, Group Supervision
June 1, 2011 Play Therapy session, Individual Supervision, Group Supervision
June 8, 2011 Play Therapy session, Individual Supervision, Group Supervision
June 15, 2011 Play Therapy session, Individual Supervision, Group Supervision
Midterm exam
June 22, 2011 Play Therapy session, Individual Supervision, Group Supervision
June 29, 2011 Play Therapy session, Individual Supervision, Group Supervision
July 6, 2011 Play Therapy session, Individual Supervision, Group Supervision
July 20, 2011 Play Therapy session, Individual Supervision, Group Supervision
July 27, 2011 Play Therapy session, Individual Supervision, Group Supervision
Final Exam

CACREP STANDARDS

G. Common core curricular experiences and demonstrated knowledge in each of the eight common core curricular areas are required of all students in the

program.

3 Human Growth and Development

- a. theories of individual and family development and transitions across the life span;
- b. theories of learning and personality development, including current understandings about neurobiological behavior.
- d. theories and models of individual, cultural, couple, family, and community resilience
- e. a general framework for understanding exceptional abilities and strategies for differentiated interventions
- f. human behavior, including an understanding of developmental crisis, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
- h. theories for facilitating optimal development and wellness over the life span

1. Professional Orientation and Ethical Practice—studies that provide an understanding of all of the following aspects of professional functioning:

- b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/inter-organization collaboration and communications;
- f. professional organizations, including membership benefits, activities, services to members, and current issues;
- g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
- j. ethical standards of professional organizations in professional counseling.

Social and Cultural Diversity

- a. Multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
- d. Individual, couple, family, group and community strategies for working with and advocating for diverse populations, including multicultural competencies;
- e. Counselor's roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body

Helping Relationships—Studies that provide an understanding of the counseling process in a multicultural society, including all of the following:

- a. an orientation to wellness and prevention as desired counseling goals;
- b. counselor characteristics and behaviors that influence helping processes
- c. essential interviewing and counseling skills
- d. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;
- e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions
- f. a general framework for understanding and practicing consultation;

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Counseling and Educational Psychology <hr/> College College of Education <hr/> *Course Prefix & Number EPY 869 <hr/> *Course Title (30 characters) Research in Education <hr/> *Program Title (Major ____, Option ____, Minor ____, or Certificate ____) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u> 2/16/11	<u>Date</u>
		Graduate Council*
		Council on Academic Affairs
Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Approved _____ Disapproved _____
College Curriculum Committee		Faculty Senate** NA
General Education Committee*		Board of Regents** NA
Teacher Education Committee*		Council on Postsecondary Edu.*** NA
*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.)

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Change title to Research & Program Evaluation</p> <p>A. 2. Effective date: (Example: Fall 2001) Summer 2012</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: Meets accreditation standard</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: NONE</p> <p>Operating Expenses Impact: NONE</p> <p>Equipment/Physical Facility Needs: NONE</p> <p>Library Resources: NONE</p>

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

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

10. For a new course, provide the catalog text.
11. For a revised course, provide the current catalog text with the proposed text using ~~strickethrough~~ for deletions and underlines for additions.
12. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~strickethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
~~EPY 869 Research in Education. (3) I, II. Fundamental principles of educational research. Required of all candidates for the Master of Arts in Education degree who do not prepare a thesis. Should be taken early in the graduate program.~~
EPY 869 Research and Program Evaluation. (3) I, II. This is a graduate course designed to provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation principles, models, and applications.

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 ~~strickethrough~~ 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 ~~strickethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new or changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
EPY	869	Summer 2011	AS _____ JS _____ BT _____ EM _____ ED <input checked="" type="checkbox"/> _____ PC _____ HS _____	CEDP
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
			Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Counseling and Educational Psychology <hr/> College College of Education <hr/> *Course Prefix & Number EPY 839 <hr/> *Course Title (30 characters) Human Development and Learning <hr/> *Program Title (Major ____, Option ____, Minor ____, or Certificate ____) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee <i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	2/16/11	Graduate Council* Council on Academic Affairs
College Curriculum Committee General Education Committee* Teacher Education Committee*	 	Approved _____ Disapproved _____ Faculty Senate** NA Board of Regents** NA Council on Postsecondary Edu.*** NA
*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.)

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Change course title to: Human Development</p> <p>A. 2. Effective date: (Example: Fall 2001) Summer 2012</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: Meets accreditation standards.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: NONE</p> <p>Operating Expenses Impact: NONE</p> <p>Equipment/Physical Facility Needs: NONE</p> <p>Library Resources: NONE</p>

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

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

- 13. For a new course, provide the catalog text.
- 14. For a revised course, provide the current catalog text with the proposed text using ~~strikethrough~~ for deletions and underlines for additions.
- 15. 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.)
~~EPY 839 Human Development and Learning. (3) I,II. The study of various theories of human behavior, development, and learning. Emphasis is placed on current research and theories with special emphasis on different ethnic, culture and social backgrounds and physical and mental exceptionally of children and youth.~~
EPY 839 Human Development (3) I,II.

This is an advanced level course using a variety of perspectives to examine developmental issues that familiarize students with thinking and research about diagnosis, etiology, course and treatment. The course will enable students to think critically about concepts related to human development over the lifespan in various contexts. Emphasis is placed on neurobiology and psychopathology examining the etiology of physical, mental, social/emotional disorders or consideration of deviations commonly found in the population.

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.

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.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
EPY	839	Summer 2011	AS _____ JS _____ BT _____ EM _____ ED <input checked="" type="checkbox"/> _____ PC _____ HS _____	CEDP
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
			Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		
			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.)

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).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Counseling and Educational Psychology <hr/> College College of Education <hr/> *Course Prefix & Number COU 814 <hr/> *Course Title (30 characters) Organization and Administrative Guidance Services <hr/> *Program Title (Major ____, Option ____, Minor ____, or Certificate ____) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee <i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	2/16/11	Graduate Council* <hr/> Council on Academic Affairs <hr/> Approved _____ Disapproved _____
College Curriculum Committee <hr/> General Education Committee* <hr/> Teacher Education Committee* <hr/>		Faculty Senate** <hr/> Board of Regents** <hr/> Council on Postsecondary Edu.*** <hr/>
*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.)

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Change course title to: Administration and Consultation in School Counseling</p> <p>A. 2. Effective date: (Example: Fall 2001) Summer 2012</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: Meets accreditation standard</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: NONE</p> <p>Operating Expenses Impact: NONE</p> <p>Equipment/Physical Facility Needs: NONE</p> <p>Library Resources: NONE</p>

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 ~~striketrough~~ for deletions and underlines for additions.
- 18. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striketrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
COU 814 ~~Organization and Administrative Guidance Services~~. Administration and Consultation in School Counseling
(3) I. Prerequisites: COU 813, 840, 846.
Consideration of theory, organization, consultation and personnel practices involved in organizing and administering guidance and counseling programs in the schools.

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

- 16. For a new program, provide the catalog description as being proposed.
- 17. For a revised program, provide the current program requirements using ~~striketrough~~ for deletions and underlines for additions.
- 18. 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 ~~striketrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new or changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
COU	816	Summer 2011	AS _____ JS _____ BT _____ EM _____ ED <input checked="" type="checkbox"/> _____ PC _____ HS _____	CEDP
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
			Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		
			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.)

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).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Counseling and Educational Psychology <hr/> College College of Education <hr/> *Course Prefix & Number COU 803 <hr/> *Course Title (30 characters) Principles and Practices of Mental Health Counseling <hr/> *Program Title (Major ____, Option ____, Minor ____, or Certificate ____) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	2/16/11	Graduate Council*
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	_____	Approved _____ Disapproved _____
General Education Committee*	_____	Faculty Senate**
Teacher Education Committee*	_____	Board of Regents**
		Council on Postsecondary Edu.***
		NA NA NA
*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.)

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)</p> <ol style="list-style-type: none"> 1. Add consultation to title of COU 803 2. Change title to read Mental Health Counseling and Consultation <p>A. 2. Effective date: (Example: Fall 2001) Summer 2012</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action:</p> <p>Meets accreditation standard</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: NONE</p> <p>Operating Expenses Impact: NONE</p> <p>Equipment/Physical Facility Needs: NONE</p> <p>Library Resources: NONE</p>

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

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

- 19. For a new course, provide the catalog text.
- 20. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
- 21. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
COU 803 ~~Principles and Practices of Mental Health Counseling and Consultation~~. (3) I. Prerequisites: COU 813, 840, or departmental approval. Assumptions, roles, programs, and dynamics of mental health counseling and consultation are addressed; emphasis is placed on the development and management of mental health services and programs including needs assessments, practices of community intervention, and evaluation.

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 ~~striethrough~~ 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 ~~striethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new or changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
COU	803	Summer 2011	AS _____ JS _____ BT _____ EM _____ ED <input checked="" type="checkbox"/> _____ PC _____ HS _____	CEDL
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
			Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title *Provide only the information relevant to the proposal.	Curriculum & Instruction Education Middle Grades (5-9) (Major ____, Option ____, Minor ____, or Certificate ____)
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	10/20/11	Graduate Council*
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	11/01/11	Approved _____ Disapproved _____
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 ECU'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 update Middle Grade Education (5-9) Teaching (B.S.); Emphasis Requirements in Mathematics to reflect a Mathematics Department course change. MAT 205 – Problem Solving with Logic has been replaced with MAE 305 - Problem Solving and Technology (3). A. 2. Effective date: (Example: Fall 2001) Effective immediately A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
	B. The justification for this action: Mathematics Department dropped MAT 205 and replaced with MAE 305
	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.)

- 22. For a new course, provide the catalog text.
- 23. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
- 24. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striketrough~~ 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

- 22. For a new program, provide the catalog description as being proposed.
- 23. For a revised program, provide the current program requirements using ~~striketrough~~ for deletions and underlines for additions.
- 24. 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 ~~striketrough~~ for deletions and underlines for additions.)

(page 142 in 2011-2012 Undergraduate Catalog)

Middle Grade Education (5-9) Teaching (B.S.)

CIP Code: 13.1203

Mathematics.....24 hours

MAT 106 (block II), 201, 202, 203, ~~205~~, 211 or 261 (block VIII), 303, MAE 305 and STA 270 (block VIII).

(Candidates are advised to take CSC 104 as a symbolics option prior to enrolling in ~~MAT 205~~ MAE 305 unless they already possess skills comparable to those acquired in CSC 104.) Candidates whose secondary education did not include a course equivalent to MAT 107 will need to take the course prior to enrolling in MAT 211, 261, 303, or STA 270.

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Curriculum and Instruction <hr/> College Education <hr/> *Course Prefix & Number <hr/> *Course Title (30 characters) <hr/> *Program Title Master of Arts In Teaching (Major <u> X </u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u> Oct. 20, 2011	<u>Date</u>
		Graduate Council*
	Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee		Approved <u> </u> Disapproved <u> </u>
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.)

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)</p> <p>Update Admission To Educator Preparation to comply with 16 KAR 5:020 and 16 KAR 5:040</p> <ul style="list-style-type: none"> • Require candidates demonstrate essential knowledge in areas of mathematics, reading, and writing prior to admission by achieving the required scores on the Praxis I: Pre-Professional Skills Test (PPST) OR the GRE • Require candidates demonstrate capacity in critical thinking, communication, creativity, and collaboration prior to admission <p>Include complete list of ESE 700-level courses for MAT secondary concentrations.</p> <p>A. 2. Effective date: Candidates seeking admission to Master of Arts in Teaching September 1, 2012 or after.</p> <p>A. 3. Effective date of suspended programs for currently enrolled students:</p>
<p>B. The justification for this action: To maintain compliance with 16 KAR 5:020 and 16 KAR 5:040</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: The Teacher Education Banner Modules will need to be updated to capture the new data. ITDS staff will be involved.</p> <p>Operating Expenses Impact: Initial cost to update the Banner Modules</p> <p>Equipment/Physical Facility Needs: none</p> <p>Library Resources: none</p>

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

- 25. For a new program, provide the catalog description as being proposed.
- 26. For a revised program, provide the current program requirements using ~~strikethrough~~ for deletions and *underlines* for additions.
- 27. 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. Acceptable Graduate School Admission exams by one of the following:~~

~~—GRE 350 verbal and 350 quantitative*~~

~~*Applicants who completed the GRE prior to October 1, 2002 must meet the following:~~

~~1100 total score may use the following formula to meet the GPA and GRE requirements:~~

~~Minimum 2.75 GPA and minimum 1000 GRE to apply the formula $GPA \times GRE = \text{minimum } 3300$.~~

~~—Miller's Analogy Exam 388.~~

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 disposition assignments given by the department.~~
 - 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.....	15 hours
EGC 820, 830, 889.....	9 hours
SED 897.....	6 hours
Concentration.....	28 hours
SED 718, 722, 790, 811.....	13 hours
CDF 741, 744, 747.....	9 hours
OT S 715, ELE 719.....	6 hours

Field Experience Requirement:

Minimum of 200 hours of field experiences in a variety of Primary -12 schools 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 Core27 hours

EGC 820, 830, 835, 836, 837, 889.....21 hours

EMG 8063 hours

SED 800.....3 hours

Concentration12 hours

Courses will be selected with advisor approval.

Field Experience Requirement:

Minimum of 200 hours of field experiences in a variety of Primary -12 schools 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 Total39 hours

C.

Secondary, P-12, 5-12 Education Option

Professional Education Core27 hours

EGC 820, 830, appropriate ESE 700-level teaching methods course in field of certification (see list below), 846, 847, 889.....21 hours

EMG 806 or EMS-ESE774.....3 hours

SED 800.....3 hours

Concentration12 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

Theatre - ESE 743 Teaching Language Arts in the Secondary School

Field Experience Requirement:

Minimum of 200 hours of field experiences in a variety of Primary -12 schools 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 Total39 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.)

Part I

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name Curriculum & Instruction	
<input type="checkbox"/> Course Revision (Parts II, IV)	College Education	
<input checked="" type="checkbox"/> Hybrid Course ("S," "W")	*Course Prefix & Number LIB 301	
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters) Children's Literature and Related Materials	
<input type="checkbox"/> New Program (Part III)	*Program Title (Major ____, Option ____, Minor ____, or Certificate __)	
<input type="checkbox"/> Program Revision (Part III)		
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	10/20/11	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs	
College Curriculum Committee	11/1/11	Approved _____ Disapproved _____	
General Education Committee*	NA	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.)
Update prerequisite to comply with EPSB mandate: "Require that candidates not be permitted to accumulate more than three credit hours in required program courses prior to admission to the program" (August 1, 2011 EPSB – Minutes Issue 2 Item 7).
"Undergraduate students shall not enroll in any educator preparation program courses restricted to admitted candidates" (September 19, 2011 EPSB – Agenda Book Action Item A - 16 KAR 5:020).

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: To comply with EPSB mandate.

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.)

- 25. For a new course, provide the catalog text.
- 26. For a revised course, provide the current catalog text with the proposed text using ~~strikethrough~~ for deletions and underlines for additions.
- 27. 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.)

LIB 301 Children's Literature and Related

Materials. (3) **I, II.** Prerequisites: ENG 101 and 102

(or 105), ~~EDF 103, EDF 203~~ Admission to Professional

Education. Students who transfer

the equivalent of EDF 203 must take EDF 310 as a

~~prerequisite or corequisite.~~ Survey course designed to

acquaint P-5 teachers with print and non-print media

for the school curriculum and with techniques to

encourage lifelong readers. Credit will not be awarded

for both LIB 301 and 301S.

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.)

Course prefix (3 letters) LIB	Course Number (3 Digits) 301	Effective Term (Example: Fall 2001) Fall 2012	College/Division: AS _____ JS _____ BT _____ EM _____ ED X _____ PC _____ HS _____	Dept. (4 letters)* CURI
Credit Hrs.	Weekly Contact Hrs. Lecture _____ Laboratory _____ Other _____		Repeatable Maximum No. of Hrs. _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only) FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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.	ENG 101 and 102 (or 105); Admission to Professional Education
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).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Curriculum & Instruction <hr/> College Education <hr/> *Course Prefix & Number EMG 445W <hr/> *Course Title (30 characters) Foundations of Reading/Language Arts <hr/> *Program Title (Major ____, Option ____, Minor ____, or Certificate ____) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	10/20/11	Graduate Council* NA
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	11/1/11	Approved _____ Disapproved _____
General Education Committee*	NA	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.) Update prerequisite to comply with EPSB mandate: "Require that candidates not be permitted to accumulate more than three credit hours in required program courses prior to admission to the program" (August 1, 2011 EPSB – Minutes Issue 2 Item 7). "Undergraduate students shall not enroll in any educator preparation program courses restricted to admitted candidates" (September 19, 2011 EPSB – Agenda Book Action Item A - 16 KAR 5:020). 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: To comply with EPSB mandate.	
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.)

- 28. For a new course, provide the catalog text.
- 29. For a revised course, provide the current catalog text with the proposed text using ~~strickthrough~~ for deletions and underlines for additions.
- 30. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~strickthrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

**EMG 445W Foundations of Reading/
Language Arts. (3) I, II.** Cross listed as ELE 445W.
Prerequisites: junior standing and 2.75 GPA, Grade of "C" or higher in ENG 101 and 102, or HON 105; or ENG 105 with a grade of "B" or higher;
Admission to Professional Education. An overview of reading/language arts components 5-9, teacher competencies, organization and planning for instruction. Twenty hours of field/clinical experiences. Credit will not be awarded to students who have credit for ELE 445W, ELE 445 or EMG 445.

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 ~~strickthrough~~ for deletions and underlines 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 ~~strickthrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new or changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
EMG	445W	Fall 2012	AS _____ JS _____ BT _____ EM _____ ED X _____ PC _____ HS _____	CURI
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
			Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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. _____ Junior standing, 2.75 GPA; Grade of “C” or higher in ENG 101 and 102, or HON 105; or ENG 105 with a grade of “B” or higher; **Admission to Professional Education**

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).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Curriculum & Instruction <hr/> College Education <hr/> *Course Prefix & Number EMG 445 <hr/> *Course Title (30 characters) Foundations of Reading/Language Arts <hr/> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
Departmental Committee <i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Date 10/20/11	Graduate Council* NA
College Curriculum Committee General Education Committee* Teacher Education Committee*	11/1/11 NA _____	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.)

<p>A.1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Update prerequisite to comply with EPSB mandate: "Require that candidates not be permitted to accumulate more than three credit hours in required program courses prior to admission to the program" (August 1, 2011 EPSB – Minutes Issue 2 Item 7). "Undergraduate students shall not enroll in any educator preparation program courses restricted to admitted candidates" (September 19, 2011 EPSB – Agenda Book Action Item A - 16 KAR 5:020).</p> <p>A. 2. Effective date: Fall 2012</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: To comply with EPSB mandate.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: NONE</p> <p>Operating Expenses Impact: NONE</p> <p>Equipment/Physical Facility Needs: NONE</p> <p>Library Resources: NONE</p>

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

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

- 31. For a new course, provide the catalog text.
- 32. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
- 33. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

**EMG 445 Foundations of Reading/
Language Arts. (3) I, II.** Cross listed as ELE
445. Prerequisites: junior standing and 2.75 GPA;
~~EDF 203~~ **Admission to Professional Education.**
Prerequisite/Corequisite: EDF 319. An
overview of reading/language arts components 5-9,
teacher competencies, organization and planning for
instruction. Twenty hours of field/clinical experiences.
Credit will not be awarded to students who have credit
for ELE 445, EMG 445W or ELE 445W.

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

- 34. For a new program, provide the catalog description as being proposed.
- 35. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
- 36. 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 ~~striethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new or changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
EMG	445	Fall 2012	AS _____ JS _____ BT _____ EM _____ ED X _____ PC _____ HS _____	CURI
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
			Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____	JR _____
			SO _____	SR _____
			FOR BANNER USE ONLY	
Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>				
Thesis _____				
Internship _____				
Independent Study _____				
Practicum _____			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.)

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.	Junior standing and 2.75 GPA; Admission to Professional Education
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.	EDF 319
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).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Curriculum & Instruction <hr/> College Education <hr/> *Course Prefix & Number EME 551 <hr/> *Course Title (30 characters) Linguistics in the Curriculum <hr/> *Program Title <hr/> (Major ____, Option ____, Minor ____, or Certificate ____) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
<u>Date</u>	<u>Date</u>	
Departmental Committee	10/20/11	Graduate Council*
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		NA
College Curriculum Committee	11/1/11	Council on Academic Affairs
General Education Committee*	NA	Approved _____ Disapproved _____
Teacher Education Committee*		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.)

<p>A.1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)</p> <p>Update prerequisite to comply with EPSB mandate: "Require that candidates not be permitted to accumulate more than three credit hours in required program courses prior to admission to the program" (August 1, 2011 EPSB – Minutes Issue 2 Item 7). "Undergraduate students shall not enroll in any educator preparation program courses restricted to admitted candidates" (September 19, 2011 EPSB – Agenda Book Action Item A - 16 KAR 5:020).</p> <p>A. 2. Effective date: Fall 2012</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>	
<p>B. The justification for this action: To comply with EPSB mandate.</p>	
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: NONE</p> <p>Operating Expenses Impact: NONE</p> <p>Equipment/Physical Facility Needs: NONE</p> <p>Library Resources: NONE</p>	

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

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

- 34. For a new course, provide the catalog text.
- 35. For a revised course, provide the current catalog text with the proposed text using ~~strikethrough~~ for deletions and underlines for additions.
- 36. 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.)

EME 551 Linguistics in the Curriculum.

(3) A. Prerequisite: ELE/EMG 445, EME 873, or ELE 871; Admission to Professional Education.

Investigation of elements in the science of linguistics and their application to communication of students.

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

- 37. For a new program, provide the catalog description as being proposed.
- 38. For a revised program, provide the current program requirements using ~~strikethrough~~ for deletions and *underlines* for additions.
- 39. 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.)

Course prefix (3 letters) LIB	Course Number (3 Digits) 301	Effective Term (Example: Fall 2001) Fall 2012	College/Division: AS _____ JS _____ BT _____ EM _____ ED X _____ PC _____ HS _____	Dept. (4 letters)* CURI
Credit Hrs.	Weekly Contact Hrs. Lecture _____ Laboratory _____ Other _____		Repeatable Maximum No. of Hrs. _____	
Schedule Type* (List all applicable)		Work Load (for each schedule type)	Grading Mode*	
			Class Restriction, if any: (undergraduate only) FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		FOR BANNER USE ONLY Date of data entry _____ Data entry person _____
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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.	ELE/EMG 445, EME 873, or ELE 871; Admission to Professional Education.
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).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Curriculum & Instruction <hr/> College Education <hr/> *Course Prefix & Number EME 361 <hr/> *Course Title (30 characters) Teaching Art P-8 <hr/> *Program Title (Major ____, Option ____, Minor ____, or Certificate ____) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u> 10/20/11	
		<u>Date</u> NA
		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 prerequisite to comply with EPSB mandate: "Require that candidates not be permitted to accumulate more than three credit hours in required program courses prior to admission to the program" (August 1, 2011 EPSB – Minutes Issue 2 Item 7). "Undergraduate students shall not enroll in any educator preparation program courses restricted to admitted candidates" (September 19, 2011 EPSB – Agenda Book Action Item A - 16 KAR 5:020). 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: To comply with EPSB mandate.
	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.)

- 37. For a new course, provide the catalog text.
- 38. For a revised course, provide the current catalog text with the proposed text using ~~strikethrough~~ for deletions and underlines for additions.
- 39. 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.)

EME 361 Teaching Art P-8. (3) I.

Prerequisites: Major in art; Admission to Professional Education. Developmentally

appropriate curriculum, materials, and methods for the P-8 Art program. Minimum of 20 field/clinical hours.

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

- 40. For a new program, provide the catalog description as being proposed.
- 41. For a revised program, provide the current program requirements using ~~strikethrough~~ for deletions and underlines for additions.
- 42. 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.)

Course prefix (3 letters) EME	Course Number (3 Digits) 361	Effective Term (Example: Fall 2001) Fall 2012	College/Division: AS _____ JS _____ BT _____ EM _____ ED X _____ PC _____ HS _____	Dept. (4 letters)* CURI
Credit Hrs.	Weekly Contact Hrs. Lecture _____ Laboratory _____ Other _____		Repeatable Maximum No. of Hrs. _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only) FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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.	Major in Art; Admission to Professional Education
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).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

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

Part I

(Check one)	Department Name	Curriculum & Instruction
New Course (Parts II, IV)	College	Education
X Course Revision (Parts II, IV)	*Course Prefix & Number	ELE 445W
Hybrid Course ("S," "W")	*Course Title (30 characters)	Foundations of Reading/Language Arts
Course Dropped (Part II)	*Program Title	
New Program (Part III)		(Major ____, Option ____, Minor ____, or Certificate __)
Program Revision (Part III)		
Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	10/20/11	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs	
College Curriculum Committee	11/1/11	Approved _____ Disapproved _____	
General Education Committee*	NA	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.)
 Update prerequisite to comply with EPSB mandate: "Require that candidates not be permitted to accumulate more than three credit hours in required program courses prior to admission to the program" (August 1, 2011 EPSB – Minutes Issue 2 Item 7).
 "Undergraduate students shall not enroll in any educator preparation program courses restricted to admitted candidates" (September 19, 2011 EPSB – Agenda Book Action Item A - 16 KAR 5:020).

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: To comply with EPSB mandate.

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.)

- 40. For a new course, provide the catalog text.
- 41. For a revised course, provide the current catalog text with the proposed text using ~~strikethrough~~ for deletions and underlines for additions.
- 42. 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.)

**ELE 445W Foundations of Reading/
Language Arts. (3) I, II.** Crosslisted as EMG 445W.
Prerequisites: junior standing, 2.75 GPA; Grade of
"C" or higher in ENG 101 and 102, or HON 105;
or ENG 105 with a grade of "B" or higher, ~~EDF~~
203 Admission to Professional Education.
Corequisite or Prerequisite: EDF 319. An
overview of reading/language arts components P-5,
teacher competencies, organization and planning for
instruction. Twenty hours of field/clinical experiences.
Credit will not be awarded to students who have credit
for EMG 445 or ELE 445.

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

- 43. For a new program, provide the catalog description as being proposed.
- 44. For a revised program, provide the current program requirements using ~~strikethrough~~ for deletions and underlines for additions.
- 45. 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.)

Course prefix (3 letters) ELE	Course Number (3 Digits) 445W	Effective Term (Example: Fall 2001) Fall 2012	College/Division: AS _____ JS _____ BT _____ EM _____ ED X _____ PC _____ HS _____	Dept. (4 letters)* CURI
Credit Hrs.	Weekly Contact Hrs. Lecture _____ Laboratory _____ Other _____		Repeatable Maximum No. of Hrs. _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only) FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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.	Junior standing, 2.75 GPA; Grade of “C” or higher in ENG 101 and 102, or HON 105; or ENG 105 with a grade of “B” or higher; Admission to Professional Education
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.	EDF 319
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).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Curriculum & Instruction <hr/> College Education <hr/> *Course Prefix & Number ELE 445 <hr/> *Course Title (30 characters) Foundations of Reading/Language Arts <hr/> *Program Title (Major ____, Option ____, Minor ____, or Certificate ____) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u> 10/20/11	
		<u>Date</u> NA
	Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Departmental Committee	11/1/11	Graduate Council*
College Curriculum Committee	NA	Council on Academic Affairs
General Education Committee*		Approved ____ Disapproved ____
Teacher Education Committee*		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 prerequisite to comply with EPSB mandate: "Require that candidates not be permitted to accumulate more than three credit hours in required program courses prior to admission to the program" (August 1, 2011 EPSB – Minutes Issue 2 Item 7). "Undergraduate students shall not enroll in any educator preparation program courses restricted to admitted candidates" (September 19, 2011 EPSB – Agenda Book Action Item A - 16 KAR 5:020). 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: To comply with EPSB mandate.	
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.)

- 43. For a new course, provide the catalog text.
- 44. For a revised course, provide the current catalog text with the proposed text using ~~strikethrough~~ for deletions and underlines for additions.
- 45. 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.)

**ELE 445 Foundations of Reading/
Language Arts. (3) I, II.** Cross listed as EMG 445.
Prerequisites: junior standing, 2.75 GPA, and ~~EDF~~
203 Admission to Professional Education.
Corequisite or Prerequisite: EDF 319 and ~~EDF~~
~~310 for students transferring in equivalent of EDF 203.~~
An overview of reading/language arts components P-5,
teacher competencies, organization and planning for
instruction. Twenty field/clinical hours. Credit will not
be awarded to students who have credit for EMG 445,
EMG 445W or ELE 445W.

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

- 46. For a new program, provide the catalog description as being proposed.
- 47. For a revised program, provide the current program requirements using ~~strikethrough~~ for deletions and underlines for additions.
- 48. 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.)

Course prefix (3 letters) ELE	Course Number (3 Digits) 445	Effective Term (Example: Fall 2001) Fall 2012	College/Division: AS _____ JS _____ BT _____ EM _____ ED X _____ PC _____ HS _____	Dept. (4 letters)* CURI
Credit Hrs.	Weekly Contact Hrs. Lecture _____ Laboratory _____ Other _____		Repeatable Maximum No. of Hrs. _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only) FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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.	Junior standing, 2.75 GPA, and Admission to Professional Education.
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.	EDF 319
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).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Curriculum & Instruction College Education *Course Prefix & Number ELE 365 *Course Title (30 characters) Health Education P-5 *Program Title (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u> 10/20/11	
		<u>Date</u> NA
Departmental Committee		Graduate Council*
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	11/1/11	Approved Disapproved
General Education Committee*	NA	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.) Update prerequisite to comply with EPSB mandate: "Require that candidates not be permitted to accumulate more than three credit hours in required program courses prior to admission to the program" (August 1, 2011 EPSB – Minutes Issue 2 Item 7). "Undergraduate students shall not enroll in any educator preparation program courses restricted to admitted candidates" (September 19, 2011 EPSB – Agenda Book Action Item A - 16 KAR 5:020). 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: To comply with EPSB mandate.
	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.)

- 46. For a new course, provide the catalog text.
- 47. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
- 48. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

ELE 365 Health Education P-5. (2) I, II.

Prerequisite: EDF-203 with a grade of "C" or higher

Admission to Professional Education.

A study of curriculum design, teaching/learning strategies, resources, and evaluation procedures in elementary school health education. Topics include drugs, mental health, family living, nutrition, fitness, consumerism, environment, disease, and personal health. Ten field/clinical hours.

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

- 49. For a new program, provide the catalog description as being proposed.
- 50. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
- 51. 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 ~~striethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new or changed** course information.)

Course prefix (3 letters) ELE	Course Number (3 Digits) 365	Effective Term (Example: Fall 2001) Fall 2012	College/Division: AS _____ JS _____ BT _____ EM _____ ED X _____ PC _____ HS _____	Dept. (4 letters)* CURI
Credit Hrs.	Weekly Contact Hrs. Lecture _____ Laboratory _____ Other _____		Repeatable Maximum No. of Hrs. _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only) FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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.	Admission to Professional Education
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).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

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

Part I

<input type="checkbox"/> (Check one)	Department Name	Curriculum & Instruction	
<input type="checkbox"/> New Course (Parts II, IV)	College	Education	
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	ELE 362	
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (30 characters)	Music Education for the Classroom Teacher	
<input type="checkbox"/> Course Dropped (Part II)	*Program Title		
<input type="checkbox"/> New Program (Part III)		(Major ____, Option ____, Minor ____, or Certificate __)	
<input type="checkbox"/> Program Revision (Part III)			
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.		

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	10/20/11	Graduate Council*	NA
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
College Curriculum Committee	11/1/11	Approved _____ Disapproved _____	
General Education Committee*	NA	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.)
Update prerequisite to comply with EPSB mandate: "Require that candidates not be permitted to accumulate more than three credit hours in required program courses prior to admission to the program" (August 1, 2011 EPSB – Minutes Issue 2 Item 7).
"Undergraduate students shall not enroll in any educator preparation program courses restricted to admitted candidates" (September 19, 2011 EPSB – Agenda Book Action Item A - 16 KAR 5:020).

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: To comply with EPSB mandate.

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.)

- 49. For a new course, provide the catalog text.
- 50. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
- 51. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

ELE 362 Music Education for the Classroom Teacher. (3) I, II. Prerequisite: EDF-203 with a grade of "C" or higher Admission to Professional Education.
Study and appraisal of teaching techniques, music literature, learning activities, curricular plans, and materials essential to the sequential development of musical learning in the elementary school. Ten field/clinical hours.

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

- 52. For a new program, provide the catalog description as being proposed.
- 53. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
- 54. 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 ~~striethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new or changed** course information.)

Course prefix (3 letters) ELE	Course Number (3 Digits) 362	Effective Term (Example: Fall 2001) Fall 2012	College/Division: AS _____ JS _____ BT _____ EM _____ ED X _____ PC _____ HS _____	Dept. (4 letters)* CURI
Credit Hrs.	Weekly Contact Hrs. Lecture _____ Laboratory _____ Other _____		Repeatable Maximum No. of Hrs. _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only) FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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.	Admission to Professional Education
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).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Curriculum & Instruction <hr/> College Education <hr/> *Course Prefix & Number ELE 361 <hr/> *Course Title (30 characters) Art in the Elementary Grades P-5 <hr/> *Program Title (Major ____, Option ____, Minor ____, or Certificate ____) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u> 10/20/11	
		<u>Date</u> NA
		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 prerequisite to comply with EPSB mandate: "Require that candidates not be permitted to accumulate more than three credit hours in required program courses prior to admission to the program" (August 1, 2011 EPSB – Minutes Issue 2 Item 7). "Undergraduate students shall not enroll in any educator preparation program courses restricted to admitted candidates" (September 19, 2011 EPSB – Agenda Book Action Item A - 16 KAR 5:020). 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: To comply with EPSB mandate.
	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.)

- 52. For a new course, provide the catalog text.
- 53. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
- 54. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

ELE 361 Art in the Elementary Grades P-5. (3) I, II. Prerequisite: EDF 203 with a grade of "C" or higher- Admission to Professional Education.
Fundamental concepts of art education and those found in KERA. Exploration of art materials, processes, and activities for children in the elementary grades including those with special needs. Ten field/clinical hours.

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

- 55. For a new program, provide the catalog description as being proposed.
- 56. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
- 57. 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 ~~striethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new or changed** course information.)

Course prefix (3 letters) ELE	Course Number (3 Digits) 361	Effective Term (Example: Fall 2001) Fall 2012	College/Division: AS _____ JS _____ BT _____ EM _____ ED X _____ PC _____ HS _____	Dept. (4 letters)* CURI
Credit Hrs.	Weekly Contact Hrs. Lecture _____ Laboratory _____ Other _____		Repeatable Maximum No. of Hrs. _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only) FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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.	<u>Admission to Professional Education</u>
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).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

Curriculum Change Form

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Curriculum & Instruction <hr/> College Education <hr/> *Course Prefix & Number ELE 322 <hr/> *Course Title (30 characters) Physical Education in the Elementary School <hr/> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u> 10/20/11	
		<u>Date</u> NA
		Graduate Council*
	Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	
	11/1/11	Council on Academic Affairs
College Curriculum Committee		Approved _____ Disapproved _____
General Education Committee*	NA	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.) Update prerequisite to comply with EPSB mandate: "Require that candidates not be permitted to accumulate more than three credit hours in required program courses prior to admission to the program" (August 1, 2011 EPSB – Minutes Issue 2 Item 7). "Undergraduate students shall not enroll in any educator preparation program courses restricted to admitted candidates" (September 19, 2011 EPSB – Agenda Book Action Item A - 16 KAR 5:020). 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: To comply with EPSB mandate.
	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.)

55. For a new course, provide the catalog text.
56. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
57. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

ELE 322 Physical Education in the Elementary School. (2) I, II. Prerequisite: ~~EDF 203~~
with a grade of "C" or higher. Admission to Professional Education.
The study of the role of movement for the elementary school child; philosophy, principles, purposes, and programs of elementary physical education. Educational dance, educational gymnastics, and educational games are emphasized.

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

58. For a new program, provide the catalog description as being proposed.
59. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
60. 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 ~~striethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new or changed** course information.)

Course prefix (3 letters) ELE	Course Number (3 Digits) 322	Effective Term (Example: Fall 2001) Fall 2012	College/Division: AS _____ JS _____ BT _____ EM _____ ED X _____ PC _____ HS _____	Dept. (4 letters)* CURI
Credit Hrs.	Weekly Contact Hrs. Lecture _____ Laboratory _____ Other _____		Repeatable Maximum No. of Hrs. _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only) FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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.	<u>Admission to Teacher Education</u>
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).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (<u>30 characters</u>) *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	Curriculum & Instruction Education EDF 320 Human Development and Learning for Vocational Education _____ _____ _____ _____
Proposal Approved by:		
Departmental Committee _____ _____ _____ _____	Date 10/20/11 _____ _____ _____ _____	Graduate Council* Council on Academic Affairs Approved Disapproved Faculty Senate** Board of Regents** Council on Postsecondary Edu.***
<i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		
*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 ECU'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 prerequisite to comply with EPSB mandate: "Require that candidates not be permitted to accumulate more than three credit hours in required program courses prior to admission to the program" (August 1, 2011 EPSB – Minutes Issue 2 Item 7). "Undergraduate students shall not enroll in any educator preparation program courses restricted to admitted candidates" (September 19, 2011 EPSB – Agenda Book Action Item A - 16 KAR 5:020).
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:	To comply with EPSB mandate.
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.)

- 58. For a new course, provide the catalog text.
- 59. For a revised course, provide the current catalog text with the proposed text using ~~strikethrough~~ for deletions and underlines for additions.
- 60. 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.)

EDF 320 Human Development and Learning for Vocational Education. (3) I, II. Prerequisite: Admission to Professional Education. The study of theories and principles of human development and learning as applied within vocational-industrial technical education classrooms. Credit will not be awarded for both EDF 320 and EDF 319.

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

- 61. For a new program, provide the catalog description as being proposed.
- 62. For a revised program, provide the current program requirements using ~~strikethrough~~ for deletions and *underlines* for additions.
- 63. 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.)

Course prefix (3 letters) EDF	Course Number (3 Digits) 320	Effective Term (Example: Fall 2001) Fall 2012	College/Division: AS _____ JS _____ BT _____ EM _____ ED X _____ PC _____ HS _____	Dept. (4 letters)* CURI
Credit Hrs.	Weekly Contact Hrs. Lecture _____ Laboratory _____ Other _____		Repeatable Maximum No. of Hrs. _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only) FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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.	<u>Admission to Professional Education</u>
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).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Curriculum & Instruction <hr/> College Education <hr/> *Course Prefix & Number EDF 319W <hr/> *Course Title (30 characters) Human Development and Learning <hr/> *Program Title (Major ____, Option ____, Minor ____, or Certificate ____) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u> 10/20/11	
		<u>Date</u> NA
	Departmental Committee	Graduate Council*
	Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
	College Curriculum Committee	Approved _____ Disapproved _____
	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.) Update prerequisite to comply with EPSB mandate: "Require that candidates not be permitted to accumulate more than three credit hours in required program courses prior to admission to the program" (August 1, 2011 EPSB – Minutes Issue 2 Item 7). "Undergraduate students shall not enroll in any educator preparation program courses restricted to admitted candidates" (September 19, 2011 EPSB – Agenda Book Action Item A - 16 KAR 5:020). 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: To comply with EPSB mandate.	
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.)

- 61. For a new course, provide the catalog text.
- 62. For a revised course, provide the current catalog text with the proposed text using ~~strickethrough~~ for deletions and underlines for additions.
- 63. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~strickethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

EDF 319W Human Development and Learning. (3) I, II. Prerequisite: ~~satisfactory grade in EDF 103 or 310~~; ENG 101 and 102, or HON 105, with a "C" or higher, or ENG 105 with a "B" or higher; ~~EDF 203, with grade of "C" or higher and a score accepted by the Kentucky Education Professional Standards Board on one of the approved tests: ACT; PPST; SAT; GRE-~~ Admission to Professional Education. The study of theories and principles of human development and learning as applied to the classroom. Fifteen hours of field laboratory experiences. Credit not awarded to students with credit for EDF 320 or EDF 319.

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

- 64. For a new program, provide the catalog description as being proposed.
- 65. For a revised program, provide the current program requirements using ~~strickethrough~~ for deletions and underlines for additions.
- 66. 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 ~~strickethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new or changed** course information.)

Course prefix (3 letters) EDF	Course Number (3 Digits) 319W	Effective Term (Example: Fall 2001) Fall 2012	College/Division: AS _____ JS _____ BT _____ EM _____ ED X _____ PC _____ HS _____	Dept. (4 letters)* CURI
Credit Hrs.	Weekly Contact Hrs. Lecture _____ Laboratory _____ Other _____		Repeatable Maximum No. of Hrs. _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only) FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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.	ENG 101 and 102, or HON 105, with a “C” or higher, or ENG 105 with a “B” or higher; <u>Admission to Professional Education</u>
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).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Curriculum & Instruction <hr/> College Education <hr/> *Course Prefix & Number EDF 319 <hr/> *Course Title (30 characters) Human Development and Learning <hr/> *Program Title (Major ____, Option ____, Minor ____, or Certificate ____) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u> 10/20/11	
		<u>Date</u> NA
Departmental Committee		Graduate Council*
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	<u>Date</u> 11/1/11	Approved _____ Disapproved _____
General Education Committee*	<u>Date</u> NA	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.) Update prerequisite to comply with EPSB mandate: "Require that candidates not be permitted to accumulate more than three credit hours in required program courses prior to admission to the program" (August 1, 2011 EPSB – Minutes Issue 2 Item 7). "Undergraduate students shall not enroll in any educator preparation program courses restricted to admitted candidates" (September 19, 2011 EPSB – Agenda Book Action Item A - 16 KAR 5:020). 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: To comply with EPSB mandate.
	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.)

64. For a new course, provide the catalog text.
65. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
66. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

EDF 319 Human Development and Learning. (3) **I, II.** Prerequisite: ~~satisfactory grade in EDF 103 or 310; EDF 203 with grade of "C" or higher and a score accepted by the Kentucky Education Professional Standards Board on one of the approved tests: ACT; PPST; SAT; GRE.~~ Admission to Professional Education. The study of theories and principles of human development and learning as applied to the classroom. Fifteen hours of field laboratory experiences. Credit will not be awarded to students who have credit for EDF 320 or EDF 319W.

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

67. For a new program, provide the catalog description as being proposed.
68. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
69. 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 ~~striethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new or changed** course information.)

Course prefix (3 letters) EDF	Course Number (3 Digits) 319	Effective Term (Example: Fall 2001) Fall 2012	College/Division: AS _____ JS _____ BT _____ EM _____ ED X _____ PC _____ HS _____	Dept. (4 letters)* CURI
Credit Hrs.	Weekly Contact Hrs. Lecture _____ Laboratory _____ Other _____		Repeatable Maximum No. of Hrs. _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only) FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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.	<u>Admission to Professional Education</u>
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).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Curriculum & Instruction <hr/> College Education <hr/> *Course Prefix & Number EDF 310 <hr/> *Course Title (30 characters) Transition to Education. <hr/> *Program Title (Major ____, Option ____, Minor ____, or Certificate ____) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	C & I Faculty: 9/14/11	Graduate Council* NA
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	_____	Approved _____ Disapproved _____
General Education Committee*	NA	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 ECU'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.) Curriculum & Instruction seeks to add a mandatory background check through Verified Credentials, Inc. as a course requirement and part of the course description for EDF 310.	
A. 2. Effective date: (Example: Fall 2001) Fall 2012, however, language in online catalog to be included for spring of 2012.	
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: Most, if not all, Kentucky school districts are requiring proof of a background check for all teaching candidates before they can enter the classroom for observation or any other reason. EDF 310 is one of three courses identified which will capture all candidates seeking admission to the Teacher Education Program. A background check protects our students, the University, and students in the classroom. By identifying the background check as a course requirement, this allows the Registrar's Office to administratively withdraw students who fail to submit one by the date required.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: Verification of receipt of all background checks will be handled by the Admissions Specialist and other personnel within the Office of Teacher Education Services. 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.)

- 67. For a new course, provide the catalog text.
- 68. For a revised course, provide the current catalog text with the proposed text using ~~strickethrough~~ for deletions and underlines for additions.
- 69. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~strickethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

EDF 310 Transition to Education. (1-3) I, II. ~~Prerequisite: score accepted by the Kentucky Education Professional Standards Board on one of the approved tests: ACT, PPST, SAT, GRE.~~ Transition to professional education at EKU. Required of students who have an equivalent transfer course for EDF 203. Background check, per Teacher Education Services approved procedure, must be ordered and paid for by the first day of class. 12 hours of field experience required.

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

- 70. For a new program, provide the catalog description as being proposed.
- 71. For a revised program, provide the current program requirements using ~~strickethrough~~ for deletions and *underlines* for additions.
- 72. 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 ~~strickethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new or changed** course information.)

Course prefix (3 letters) EDF	Course Number (3 Digits) 310	Effective Term (Example: Fall 2001) Fall 2012	College/Division: AS _____ JS _____ BT _____ EM _____ ED X _____ PC _____ HS _____	Dept. (4 letters)* CURI
Credit Hrs.	Weekly Contact Hrs. Lecture _____ Laboratory _____ Other _____		Repeatable Maximum No. of Hrs. _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only) FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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	Prerequisite: Score accepted by the Kentucky Education Professional Standards Board on one of the approved tests: ACT, PPST, SAT, GRE
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).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Curriculum & Instruction <hr/> College Education <hr/> *Course Prefix & Number EDF 203 <hr/> *Course Title (30 characters) Schooling and Society <hr/> *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) <hr/> *Provide only the information relevant to the proposal.	
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	C & I Faculty: 9/14/11	Graduate Council*
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	NA
College Curriculum Committee	_____	Approved Disapproved
General Education Committee*	NA	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.) Curriculum & Instruction seeks to add a mandatory background check through Verified Credentials, Inc. as a course requirement and part of the course description for EDF 203. A. 2. Effective date: (Example: Fall 2001) Fall 2012, however, language in online catalog to be included for spring of 2012. A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: Most, if not all, Kentucky school districts are requiring proof of a background check for all teaching candidates before they can enter the classroom for observation or any other reason. EDF 203 is one of three courses identified which will capture all candidates seeking admission to the Teacher Education Program. A background check protects our students, the University, and students in the classroom. By identifying the background check as a course requirement, this allows the Registrar's Office to administratively withdraw students who fail to submit one by the date required.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: Verification of receipt of all background checks will be handled by the Admissions Specialist and other personnel within the Office of Teacher Education Services. Operating Expenses Impact: 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.)

- 70. For a new course, provide the catalog text.
- 71. For a revised course, provide the current catalog text with the proposed text using ~~strikethrough~~ for deletions and underlines for additions.
- 72. 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.)

EDF 203 Schooling and Society. (3) I, II. ~~Prerequisite: score accepted by the Kentucky Education Professional Standards Board on one of the approved tests: ACT, PPST, SAT, GRE.~~ Prerequisite or Corequisite: Satisfactory grade in EDF 103 or enrolled in EDF 103. An introduction to social and cultural influences on schools, the purposes of schooling, the governance, financing, and administration of schools, and the role of the individual as an educator. Background check per Teacher Education Services approved procedure, must be ordered and paid for by the first day of class. 12 hours of field experience required. 2 Lec/2 Lab.

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

- 73. For a new program, provide the catalog description as being proposed.
- 74. For a revised program, provide the current program requirements using ~~strikethrough~~ for deletions and underlines for additions.
- 75. 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.)

Course prefix (3 letters) EDF	Course Number (3 Digits) 203	Effective Term (Example: Fall 2001) Fall 2012	College/Division: AS _____ JS _____ BT _____ EM _____ ED X _____ PC _____ HS _____	Dept. (4 letters)* CURI
Credit Hrs.	Weekly Contact Hrs. Lecture _____ Laboratory _____ Other _____		Repeatable Maximum No. of Hrs. _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only) FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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.	Prerequisite/Corequisite: Satisfactory grade in EDF 103 or enrolled in EDF 103.
Test Scores	Prerequisite: Score accepted by the Kentucky Education Professional Standards Board on one of the approved tests: ACT, PPST, SAT, GRE.
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).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

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

Part I

<input type="checkbox"/> (Check one)	Department Name	Special Education
<input type="checkbox"/> New Course (Parts II, IV)	College	Education
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (30 characters)	
<input type="checkbox"/> Course Dropped (Part II)	*Program Title	Communication Disorders (B.S.)
<input type="checkbox"/> New Program (Part III)		(Major <u>X</u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>)
<input checked="" type="checkbox"/> Program Revision (Part III)		
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u> </u>	<u> </u>
Departmental Committee	<u> </u>	<u> </u>
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Graduate Council* <u> </u>
College Curriculum Committee	<u> </u>	Council on Academic Affairs <u> </u>
General Education Committee*	NA <u> </u>	Approved <u> </u> Disapproved <u> </u>
Teacher Education Committee*	<u> </u>	Faculty Senate** <u> </u>
		Board of Regents** <u> </u>
		Council on Postsecondary Edu.*** <u> </u>

*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.)	<ol style="list-style-type: none"> 1) To remove admission to Professional Education from the bachelor's degree program. 2) To change program admission criteria. 3) To change supporting course requirements.
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:	<ol style="list-style-type: none"> 1) EDF 103 and 203 are being dropped from the CD undergraduate program as this degree does not lead to initial teacher certification in Communication Disorders in Kentucky. Since initial teacher certification cannot be granted in Kentucky with a bachelor's degree in Communication Disorders, admission to Professional Education is not needed at the undergraduate level. 2) Changes in the admission criteria are needed as students who have not completed CDS 275 before the application deadline for the Communication Disorders program must wait until the following year to apply. Thus, several students, who have high GPAs or high ACT composite scores, have had to wait until the following year to apply or have changed their major. CDS 275 has been offered only in the fall semester, but now is being offered both fall and summer semesters. The change in admission criteria allows students to apply for the CD program in February and know that they must take CDS 275 in the summer if they are accepted into the program. Other changes are to clarify that the Pre-CD majors may only take CDS 275 and 360 in the CD major requirements, but can take any of the supporting course requirements. 3) SED 512 is no longer offered; therefore, add OTS 515 to complete the 128 hour program and to provide our
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majors with needed information on sensorimotor development. STA 500 is added to meet a change in certification standards from the American Speech-Language-Hearing Association, which grants the Certificate of Clinical Competence in Speech-Language Pathology.

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

Personnel Impact: N/A

Operating Expenses Impact: N/A

Equipment/Physical Facility Needs: The current program has limited lab space, which may continue to be a concern with the program revision.

Library Resources: N/A

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

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

- 73. For a new course, provide the catalog text.
- 74. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
- 75. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striethrough~~ 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

- 76. For a new program, provide the catalog description as being proposed.
- 77. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
- 78. 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 ~~striethrough~~ for deletions and underlines for additions.)

Admission to Communication Disorders Program

Any student who is accepted by Eastern Kentucky University's Admissions Office may declare their major as communication disorders (CD). The student will be assigned to a program advisor and will be classified as a "Pre-CD" major. However, a Pre-CD status does not guarantee admission into the CD undergraduate program. Pre-CD majors will be restricted to enrollment in the following major CDS courses: ~~SED 104~~, CDS 275 and 360, ~~and ASL 101~~. To ~~apply for be admitted into~~ admission to the CD undergraduate program, students must meet the following minimum criteria: (1) at least 27 credit hours earned on 100-level courses or higher, (2) at least a ~~2.75~~ 3.0 GPA on a 4.0 scale, and (3) at least a 21 composite score on the ACT. ~~and (4)~~ Once admitted to the CD program, the student must earned a grade of "C" or higher in CDS 275 or equivalent transferred course before registering for any CDS courses in the major requirements. Transfer students do not have to be enrolled in university courses at the time of submitting an application for admission. The CD program admits 30 new undergraduate students each year. Applicants are ranked by the GPA x ACT composite score. The most qualified applicants are admitted. Application forms are available from Wallace 245 or visit the CD program website at www.specialed.eku.edu/cd; telephone (859) 622-4442. Completed applications and all required documentation must be submitted by February 14 to the CD Program Coordinator.

It should be noted that enrollment in the graduate program in Communication Disorders is also limited. Admission into the undergraduate program does not guarantee admission into the graduate program. Refer to the *Graduate Catalog* for information on admission to the graduate program.

Students must purchase ~~the college student~~ professional liability insurance prior to enrollment in CDS 374,

474, and 541. Further, that insurance coverage must be maintained throughout enrollment in these courses.

Communication Disorders (B.S.)

CIP Code: 51.0204

Major Requirements.....56 hours

CDS 250, 273, 275, 285, 360, 365, 372, 373, 374*, 380, 464, 465, 474*, 475, 485, 487, 488**, 541, 571, and 572.

Supporting Course Requirements.....34 hours

ASL 101 or SED 240; SED 104, 341 or 590, 542, 518; BIO 171; BIO 301 or 303; EDF 403, 203, and 319; ENG 410, 510, or 520; OTS 515; STA 500; and PSY 200 or 280.

General Education Requirements.....36 hours

Standard General Education program, excluding blocks VB, VII (NS), and VIII (6 hours). Refer to Section Four of this *Catalog* for details on the General Education and University requirements.

University Requirement.....1 hour

EDO 100.

Free Electives.....as needed to complete 128 hours

Total Curriculum Requirements.....128 hours

*to a maximum of six hours

**to a maximum of two hours

Part IV. Recording Data for New or Revised Course (Record only **new or changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
			AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
			Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

NOTE: Do not forward validation tables with curriculum form.

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title *Provide only the information relevant to the proposal.	Special Education Education CDS 380 Introduction to Clinical Audiology Communication Disorders (B.S.) (Major <u>X</u> , Option ___; Minor ___; or Certificate ___)
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee <i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Graduate Council* NA Council on Academic Affairs
College Curriculum Committee General Education Committee* Teacher Education Committee*	NA 	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.) To modify course description.	
A. 2. Effective date: (Example: Fall 2001) Fall 2012	
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: The Deaf and Hard of Hearing (DHH) program developed a new course, SED 580, which was approved for Fall 2011. Until that time DHH majors had been taking CDS 380 in the spring semester. Since DHH now requires SED 580 for their majors, a sentence referring to the DHH majors is no longer needed in the course description. Also, CDS 380 will only need to be offered in the fall semester.	
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.)

- 76. For a new course, provide the catalog text.
- 77. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
- 78. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striketrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

CDS 380 Introduction to Clinical Audiology. (3) I, II. Prerequisites: admission to CDS program ~~for CDS students;~~
~~CDS admission policy does not apply to DHH students.~~ Physics of sound, anatomy & physiology of hearing, auditory pathologies, and introduction of basic audiological assessment.

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

- 79. For a new program, provide the catalog description as being proposed.
- 80. For a revised program, provide the current program requirements using ~~striketrough~~ for deletions and *underlines* for additions.
- 81. 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 ~~striketrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new or changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
			AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
			Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		
			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.)

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).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

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

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title *Provide only the information relevant to the proposal.	Special Education Education Communication Disorders (M.A. Ed.) (Major <u> X </u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>)
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee <i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Graduate Council* Council on Academic Affairs
College Curriculum Committee General Education Committee* Teacher Education Committee*	NA 	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 ECU'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.)	<ol style="list-style-type: none"> 1) Add a new course, CDS 897, to the curriculum and to drop SED 897 from the curriculum. 2) Modify Admission Requirements. 3) Add probation and progress policy to the Program Requirements. 4) Modify and clarify Program Requirements. 5) Clarify Exit Requirements.
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: <ol style="list-style-type: none"> 1) All graduate students pursuing a master's degree in Communication Disorders and Sciences (CDS) are required to complete a semester of student teaching. Currently, students register for SED 897. However, there is confusion as to which section of SED 897 the CDS majors are to complete. Therefore, adding this new course in student teaching which is for CDS majors only will clearly assist both the students in registering for the correct section and the College of Education Office of Student Teaching in identifying the CDS students. 2) EPSB is requiring minimum GRE scores for admission to initial teacher certification programs, which are reflected in the change 3) The Graduate School expects candidates to maintain an average GPA of 3.0 or higher. The Council on Academic Accreditation for Speech-Language Pathology requires that a program verify a candidate's mastery of knowledge and skills across all content and clinical courses in the program. Therefore, a probation and progress policy is needed to clarify continuation in or dismissal from the program. 	

- 4) Candidates write thesis proposals and are invited by a faculty committee to complete a thesis. Changing the wording clarifies that faculty invite candidates instead of the candidate making the choice. In addition, candidates, who complete their bachelor's degree at different universities, may not have completed courses required for a Kentucky teaching certificate, Kentucky licensure, or certification from the American Speech-Language-Hearing Association. A statement is needed to clarify to those applying that there are certain courses needed to be taken. These courses (e.g., SED 800) can count toward one of the three electives required for the degree.
- 5) Clarification of the Exit Requirements is needed to include the GRD numbers for tracking these requirements in Degreeworks and for removing the oral examination from the comprehensive examination process.

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

Personnel Impact: N/A

Operating Expenses Impact: N/A

Equipment/Physical Facility Needs: The current program has limited lab space, which may continue to be a concern with the program revision.

Library Resources: N/A

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

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

79. For a new course, provide the catalog text.
80. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
81. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striketrough~~ 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

82. For a new program, provide the catalog description as being proposed.
83. For a revised program, provide the current program requirements using ~~striketrough~~ for deletions and underlines for additions.
84. 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 ~~striketrough~~ for deletions and underlines for additions.)

MASTER OF ARTS IN EDUCATION

Communication Disorders

CIP Code: 13.1012

I. GENERAL INFORMATION

The Master of Arts in Education Program in Communication Disorders is a two-year, full time program leading to eligibility for certification/licensure in Speech-Language Pathology by the American Speech-Language-Hearing Association, Kentucky ~~Licensure in Board of~~ Speech-Language Pathology, and Kentucky Teacher Certification in Communication Disorders.

II. ADMISSION REQUIREMENTS

To be eligible for consideration for admission into the MAEd. Program in Communication Disorders, applicants must have a bachelor's degree

in Communication Disorders with a minimum undergraduate GPA of 3.0 overall and a minimum ~~combined~~ GRE Verbal score of ~~800~~ 450, a minimum GRE Quantitative score of 490, and a minimum GRE Analytical Writing score of 4.0, ~~on the verbal and quantitative subtests and a score of 3 on the written subtest or a score of 390 on the Miller Analogies Test.~~ Applicants must have three references and complete a recommendation form describing their potential success at the graduate level of study. This form can be found on the Communication Disorders website at www.specialed.eku.edu/CD.

Applicants must also provide an essay of approximately 500 words discussing personal and professional objectives. In addition to Communication Disorder admission requirements, applicants must meet the general admission requirements of the Graduate School. Admission to Eastern Kentucky University's undergraduate program in Communication Disorders does not guarantee acceptance into Eastern Kentucky University's graduate program. There are limited spaces available in the graduate program. The most qualified applicants are admitted. Application forms are available from the Office of Graduate Education and Research, SSB CPO 68, 521 Lancaster Ave., Eastern Kentucky University, Richmond, KY 40475-3102. Send the complete application for admission with all required documents (application form, official transcripts, letters, essay) by February 1 to the Office of Graduate Education and Research.

~~Once admitted to the CD program, candidates should consult with their academic advisor to determine if they should submit an application for admission to the Professional Education Program in the Office of Candidate Services, 423 Bert Combs, (859) 6221828.~~

III. PROGRAM REQUIREMENTS

Probation and Progress in the Program – If, in any semester of study, a candidate's graduate grade point average falls below 3.0 for all courses taken after admission to the program, the candidate will automatically be on academic probation. The candidate will be dismissed from the program following any second semester with a cumulative GPA below 3.0. A candidate in the program, who earns more than one "C" and "D"s or "F"s in courses taken after admission to the program will be dismissed from the program.

Communication Disorders Core36 hours

CDS 863, 867, 873, 874 (3-hour course taken 3 times), 875, 876, 877, 878, 879, 880.

Approved Electives in Communication Disorders/Research Option.....9 hours

~~Candidates who choose~~ Candidates who apply for and are selected to the Research Option

will take CDS 899 for 3 hours and will take 6 hours of approved

electives from areas such as CDS, CDF, EDF, ENG, EPY, NUR,

OTS, PSY, and/or SED. If candidates have not completed a course equivalent to EPY 839, SED 800, STA 700, CDS 741, 771, or 772 with a grade of "C" or higher, these courses must be completed to meet the requirements for graduation, certification/licensure in Speech-Language Pathology by the American Speech-Language-Hearing Association, Kentucky Board of Speech-Language Pathology, and Kentucky Teacher Certification in Communication Disorders.

Professional Semester I9 hours

CDS 720 and 898 or 897.

Professional Semester II9 hours

CDS 870 and ~~SED~~ 897 or 898.

Exit Requirement

GRD 877n or 878w

Minimum Program Total63 hours

IV. EXIT REQUIREMENTS

Candidates will complete one of the following exit requirements for the MAEd. in Communication Disorders (CD): a thesis and oral defense – GRD 877n (Research Option) ~~or oral and a written comprehensive examinations covering education and major program components~~ – GRD 878w (Non-Research Option).

~~**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.~~

Clinical Clock Hours Requirement

Candidates must complete 375 clinical clock hours before exiting from the graduate program. This requirement will meet the number of hours specified for national certification by the American Speech-Language-Hearing Association and will meet or exceed the hours required for Kentucky Teacher Certification in Communication Disorders and for Kentucky Licensure in ~~Speech~~Speech-Language Pathology. Clinical experiences for accruing clock hours are offered through CDS 874, 897, and 898. A maximum of 50 clinical clock hours accrued at the undergraduate level may be counted with appropriate documentation. A minimum of 25 clock hours of (documented) clinical observation must

be completed prior to earning these clinical clock hours.

Part IV. Recording Data for New or Revised Course (Record only **new or changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division: AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	Dept. (4 letters)*
Credit Hrs.	Weekly Contact Hrs. Lecture _____ Laboratory _____ Other _____		Repeatable Maximum No. of Hrs. _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only) FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

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).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title _____ (Major ____, Option ____, Minor ____, or Certificate ____) *Provide only the information relevant to the proposal.	Special Education Education SED 260 Language & Speech Disorders of Exceptional Children _____ _____ _____ _____
Proposal Approved by:		
Departmental Committee	<u>Date</u> 9/14/11	<u>Date</u> Graduate Council* NA
<i>Is this a SACS Substantive Change?</i>		
Yes**** <input type="checkbox"/>	No <input checked="" type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	Approved _____ Disapproved _____	_____
General Education Committee*	NA	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.) Special Education seeks to add a mandatory background check through Verified Credentials, Inc. as a course requirement and part of the course description for SED 260.	
A. 2. Effective date: (Example: Fall 2001) Fall 2012, however, language in online catalog to be included for spring of 2012.	
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: Most, if not all, Kentucky school districts are requiring proof of a background check for all teaching candidates before they can enter the classroom for observation or any other reason. SED 260 is one of three courses identified which will capture all candidates seeking admission to the Teacher Education Program. A background check protects our students, the University, and students in the classroom. By identifying the background check as a course requirement, this allows the Registrar's Office to administratively withdraw students who fail to submit one by the date required.	
C. The projected cost (or savings) of this proposal is as follows: Personnel Impact: Verification of receipt of all background checks will be handled by the Admissions Specialist and other personnel within the Office of Teacher Education Services. 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.)

- 82. For a new course, provide the catalog text.
- 83. For a revised course, provide the current catalog text with the proposed text using ~~strikethrough~~ for deletions and underlines for additions.
- 84. 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.)

SED 260 Language and Speech Disorders of Exceptional Children. (3) I, II. Acquisition of normal language and speech in our multi-cultural society. Identification and educational management of language and speech disorders in exceptional children. [Background check per Teacher Education Services approved procedure, must be ordered and paid for by the first day of University classes.](#)

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

- 85. For a new program, provide the catalog description as being proposed.
- 86. For a revised program, provide the current program requirements using ~~strikethrough~~ for deletions and *underlines* for additions.
- 87. 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.)

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title *Provide only the information relevant to the proposal.	Special Education Education CDS 899 Research Project/Thesis Option Communication Disorders (M.A. Ed.) (Major <u>X</u> , Option __; Minor __; or Certificate __)
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Proposal Approved by: Departmental Committee <i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	<u>Date</u> <hr/>	<u>Date</u> <hr/>
College Curriculum Committee General Education Committee* Teacher Education Committee*	NA <hr/>	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.)

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Change the course credit hours.</p> <p>A. 2. Effective date: (Example: Fall 2001) Summer 2012</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action:</p> <p>Candidates completing a thesis are required to complete 3 hours of thesis as one of their electives. However, these candidates need to be tracked in Degreeworks until the thesis is finished. Therefore, having candidates register for variable credit hours (i.e., 0-3) until the thesis is completed allows their progress to be monitored.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>

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

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

- 85. For a new course, provide the catalog text.
- 86. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
- 87. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
CDS 899 Research Project/Thesis Option. (0-3). II. A. Prerequisite: CDS 880 or instructor approval. Completion of a research project related to a special population that may lead to a thesis and/or to a professional presentation and publishable paper. May be retaken to a maximum of 9 credit hours. Credit not awarded for both SED 899 and CDS 899.

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

- 88. For a new program, provide the catalog description as being proposed.
- 89. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and *underlines* for additions.
- 90. 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 ~~striethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new or changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
			AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
			Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		
			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.)

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).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

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

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title *Provide only the information relevant to the proposal.	Special Education Education CDS 897 School Experiences in Communication Disorders Communication Disorders (M.A.Ed.) (Major <u> X </u> , Option <u> </u> ; Minor <u> </u> ; or Certificate <u> </u>)
Proposal Approved by: _____ Date _____ Date _____ Departmental Committee _____ Graduate Council* _____ Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> Council on Academic Affairs _____ College Curriculum Committee _____ Approved _____ Disapproved _____ General Education Committee* _____ NA _____ 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.) To add a course in school-based experiences specifically for students pursuing a graduate degree in Communication Disorders and Sciences. A. 2. Effective date: (Example: Fall 2001) Fall 2012 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	B. The justification for this action: All graduate students pursuing a master's degree in Communication Disorders and Sciences (CDS) are required to complete a semester of school-based experience. Currently, students register for SED 897. However, there is confusion as to which section of SED 897 the CDS majors are to complete. Therefore, adding this new course in school-based experiences which is for CDS majors only will clearly assist both the students in registering for the correct section and the College of Education Office of Teacher Education Services in identifying the CDS students.
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.)

- 88. For a new course, provide the catalog text.
- 89. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
- 90. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

CDS 897 School Experiences in Communication Disorders. (6) I, II. Prerequisites: CDS 874 (9 credit hours), completion of CD core courses and admission to student teaching. Supervised 12-week, full-time clinical practice with a variety of communication disorders in selected school settings. For CDS graduate students seeking certification in speech-language pathology.

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

- 91. For a new program, provide the catalog description as being proposed.
- 92. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
- 93. 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 ~~striethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new or changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
CDS	897	Fall 2012	AS _____ JS _____ BT _____ EM _____ ED <u>X</u> PC _____ HS _____	SPED
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
6	Lecture _____	Laboratory <u>0.5</u>	Other _____	
			Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
P	6	S	FR _____	JR _____
			SO _____	SR _____
			FOR BANNER USE ONLY	
Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>				
Thesis _____				
Internship _____				
Independent Study _____				
Practicum <u>X</u>			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.)	
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.	CDS 874 (9 credit hrs.), completion of CD core courses, and admission to student teaching
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).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Eastern Kentucky University
Department of Special Education
Syllabus for CDS 897, School Experiences in Communication Disorders, CRN #____ and #____
6 credit hours
Fall 2012

Dr. Julie Bolling, University Supervisor
Department of Special Education Office: Wallace 245
Home Address: 2623 Clays Mill Rd, Lexington, KY 40503
Home Ph: 859-278-7506
Email: julie.bolling@eku.edu

Catalog Course Description

Prerequisites: CDS 874 (9 credit hours), completion of CD core courses and admission to student teaching. Supervised 12-week, full-time clinical practice with a variety of communication disorders in selected school settings. For CDS graduate students seeking certification in speech-language pathology.

Note: This course with specific CRN sections shown is used for "Student Teaching," a public school practicum, in Communication Disorders (CD). This course involves observation, participation, and clinical service delivery in a public school setting with children having various communication disorders. This practicum meets one of three clinical placements required by the American Speech-Language-Hearing Association (ASHA) for national certification, and is the required placement by Kentucky's Educational Professional Standards Board (EPSB) for state certification. It is completed under the direct (on-site) supervision of an ASHA-certified Speech-Language Pathologist. CD Program Prerequisites: Complete core courses in CD with a grade of "C" or higher in each course. Complete state-required crime check. Complete the application and approval process to student teach through the College of Education's Office of Student Teaching and Field Experiences.

Text

No textbook is required. Refer to previous course texts, class notes, and other resources as needed. Supplemental readings or related learning activities may be assigned by the University Supervisor and/or by the on-site Speech-Language Pathology (SLP) supervisor, also referred to as the Cooperating Teacher.

Relevant information and announcements will be posted on Blackboard. Students will be notified by email about these postings.

The student is responsible for reading and understanding EKU's [Student Teaching Handbook](#) distributed online by the Office of Student Teaching and Field Experiences. It is available on the "Student Teaching" page of that site at <
http://www.education.eku.edu/FieldExperiences/FieldExpi/student_teaching.php>.

The student should expect to provide and/or develop therapy and diagnostic materials as needed, or as required by the on-site SLP supervisor to support practicum activities.

The student is expected to complete a video project and submit this assignment, as well as other written assignments and forms, to the University Supervisor. Therefore, postage expenses should be anticipated. Note that incorrect postage may cause delays in mail deliveries.

Student Learning Outcomes

Upon completion of this course, students will be able to:

1. Analyze circumstances for the appropriate selection and utilization of methods and materials for the therapeutic management of communication disorders, as well as appropriate evaluation of these problems, for the K-12 school-age population.
2. Exhibit appropriate professional behavior and responsibility (e.g., promptness, organization, flexibility, dress, positive attitude and disposition, openness to suggestions, life long learning).
3. Demonstrate appropriate interaction with children, school personnel, and parents/families.
4. Comprehend the organization and management of speech-language programs in the schools, state and federal guidelines affecting these programs, and local policies under which these programs are administered.
5. Provide relevant speech-language services to normal and exceptional children from diverse cultural, linguistic, and socioeconomic backgrounds.

Evaluation Methods

As an on-going self-evaluation endeavor, the student should complete written reflections of this experience on a regular basis. Reflections should be prepared in a professional manner and submitted to the University Supervisor as requested. They may also be used as portfolio entries. See "Course Requirements" section below for details.

The student should expect to receive formative and summative evaluative feedback during the semester. See "Student Progress" section below for additional comments.

Specific clinical competencies and professional behaviors will be formally evaluated twice during this experience by use of a written form. The competencies and behaviors are described on the CD Program's Student Teaching Evaluation form and given to the student at the beginning of the semester. This form and the instructions for completing it for the two evaluation periods will also be provided to the on-site SLP supervisor via email.

A written mid-term evaluation will be completed by the on-site SLP after the first 6 weeks of this experience. Results will be reviewed with the student, signed, and submitted as a hard copy to the University Supervisor. The student must remediate any weaknesses in a timely manner.

A written final evaluation will be completed by the on-site SLP at the conclusion of this practicum. The student will review and sign the completed evaluation form, prior to submitting it as a hard copy to the University Supervisor.

These evaluation forms will be filed with the Office of Student Teaching and Field Experiences. A copy of the evaluation form will be placed in the student's clinical file. The University Supervisor will submit the final grade to the Registrar after collaboration with, and recommendation of, the on-site SLP.

The student may be required by the on-site supervisor to complete a mid-term and/or final self-evaluation.

A course grade of "S" or "U" will be earned. A grade of "U" will result in repeating CDS 897. An incomplete grade of "I" will extend this experience if recommended by the on-site SLP and/or University Supervisor, based on weak performance, excessive or unexcused absences, or other appropriate reason.

Student Progress

The student will receive written and/or verbal feedback from the on-site SLP on a regular, on-going basis throughout the semester. Feedback will also be given by the University Supervisor based on observations or individual conferences/communications. Compliance with recommendations from the on-site SLP and/or University Supervisor at the mid-term point, or at any other time during the semester, will be critical to the final evaluation of the student's performance and the final grade.

Attendance Policy

All policies/requirements listed below must be followed by the student:

College of Education Attendance Policy: Absences equating to 20% of class meetings will result in automatic failure. Class sessions missed as a result of late entry into the class will be counted as absences. The student is responsible for presenting the instructor with a reason for absences in order to be given opportunity to make up missed work. Adequate reasons for class absences include personal illness, death or serious illness in the immediate family, or participation in an approved University activity.

Communication Disorders Program Attendance Policy: The following is a uniform attendance policy for the Communication Disorders (CD) Program and will be enforced by all CD faculty.

1. Regular attendance is expected throughout the semester and will be recorded each class period.
2. The student should send an email to the instructor prior to any class absence.
3. Students will be responsible for obtaining class notes and handouts from other students in the class in the event of any absence.
4. A maximum of 3 absences will be allowed for DAY CLASSES. Subsequent absences will result in the lowering of the final grade (e.g., 4=one grade lower, 5=two grades lower, 6=three grades lower, 7=course failure).
5. For EVENING CLASSES, 1 absence will be allowed: 2 absences will result in 2 letter grades lower; 3 absences will result in course failure.

6. Any absence on the date of a scheduled examination or deadline for other course work must be documented and excused, as determined by the instructor. 24-hour notice should be given. It will be the instructor's discretion to determine if a make-up exam or late assignments will be permitted.
7. Exceptions:
 - a. Requests for exceptions to the attendance policy **MUST** be submitted in writing and will be evaluated on a case-by-case basis. Exceptions will be considered only in cases of excused absences and must be discussed by a committee of all fulltime CD faculty. A committee discussion may be initiated only by the course instructor and student involved. If an exception to the attendance policy is granted, a written plan will be developed between the student and each faculty member concerning the missed classes. The student may appeal the committee's decision to the Academic Practices Committee through the grievance protocol detailed in the ECU student handbook.
 - b. CDS 374, 474, 874, 897 & 898 have attendance policies specific to these individual courses; attendance is outlined in each syllabus.

Electronics Policy:

Students should turn off cell phones and pagers during service delivery. Emergency situations should be discussed with the on-site SLP regarding the need to have cell phone accessibility.

Student Teaching Attendance Policy:

As stated in the Student Teaching Handbook, the College of Education's policy on "Absenteeism" during student teaching is as follows:

"The student teacher has an obligation to report each day for student teaching. Each has an obligation to remain at school throughout the entire day and after school if needed. If the student teacher becomes ill, it is his/her responsibility to notify the on-site teacher and the University supervisor. Each student teacher has a responsibility to be on time. TARDINESS WILL NOT BE PERMITTED as part of the teaching assignment. ABSENCES WILL NOT BE EXCUSED except those arising from the individual's illness or a death in the immediate family, as defined in KRS 161.155(c). Chronic absences will be made up as days extended to the student's teaching experience, with the amount of extended days to be determined on a case by case basis by the Assistant Director of the Office of Student Teaching in consultation with the University supervisor."

Regarding "non-teaching days," the Student Teaching Handbook also states, "Days observed in the public school as non-teaching days during the fall and spring semesters are also observed by the student teacher. Holidays identified on the University's fall/spring schedule are not to be observed by the student teacher unless these specific dates are observed as non-teaching days in the school where the student teacher is assigned. (a) The university recognizes the need for student teachers to spend as many teaching days as possible in their teaching assignments. It is hoped that student teachers, on-site teacher and University supervisors might mutually resolve various situations evolving from this area. (b) All professional days, professional development days, and snow days should be observed as a school day by the student teacher."

To accommodate this Attendance Policy, make up of school days missed due to inclement weather or other reason for school closings, as well as any personal absence(s) taken by the student teacher or on-site SLP*, will be arranged in agreement with the student, on-site SLP, and University Supervisor. A form ("Make Up of Days Missed") to document such activities will be provided by the University Supervisor. This documentation is a necessary step used by the CD Program to comply with the minimum of 12 weeks, or 60 days (12 weeks x 5 days/wk = 60 days), as required by EPSB state regulation for placement in this course. Therefore, the student should be prepared to account for 60 days of participation.

*Unless arrangements can be made for supervision by another ASHA-certified SLP during the absence of the on-site SLP, the CD student teacher should not attend their placement and should anticipate making up the missed day(s). Exceptions to this should be discussed with the University Supervisor.

Drop Date

In general, this information can be found in the Colonel's Compass at < <http://www.eku.edu/compass/> >. Given the unique circumstances of this course, however, the need to drop should be discussed in advance with the Academic Advisor and University Supervisor prior to making this decision.

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.

Academic Integrity Statement

Students are advised that ECU'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.

Official E-mail

An official ECU 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 ECU e-mail address.

Course Requirements

The following requirements must be met for successful completion of this practicum:

1. **Transportation**. The student is responsible for his/her own transportation and may travel to one or more schools, based on the on-site SLP's schedule.
2. **Service Delivery**. The student should expect to evaluate, plan for, and treat normal and exceptional children, some of whom may come from culturally diverse backgrounds, ages 0 - 21 years. Individual and group therapy should be expected. The student should demonstrate ability to develop and implement an IEP; collect and maintain data; develop and/or use appropriate materials and procedures for each child on the caseload; and show responsibility in use of school materials and equipment. The student should expect to attend and participate in parent conferences or ARC meetings. The student should also show a willingness to seek and accept assistance and recommendations for changes or improvement from the on-site SLP, as well as the University Supervisor.
3. **Policies**. The student will follow all ECU policies in the **Student Teaching Handbook**. The student will also follow all local policies of the school system and building(s) to which assigned, as well as any rules specified by the on-site SLP.
4. **Other Activities**. The student is encouraged, and may be required, to participate in school-oriented activities (e.g., PTA meetings, fund-raising events, staff meetings, professional development). Attending local, state, regional, and/or national meetings on Communication Disorders is encouraged for professional development, but the on-site SLP and University Supervisor must approve attendance at such events **prior** to the event.
5. **Loaned Materials**. The student must receive permission from the Clinic Director **prior** to checking any materials out of the Clinic to use during this practicum. The student should take advantage of material resources located in the Library's Learning Resources Center.
6. **Professionalism**. The student will follow ASHA's Code of Ethics; demonstrate a positive attitude and appropriate disposition; relate well to staff, children, and parents; exhibit a professional appearance and ethical conduct at all times; and promptly complete all assignments given by the on-site SLP or University Supervisor. The student must sign the "Statement of Professionalism" form available in the Clinic and place in personal clinic file.
7. **Liability Insurance**. The student must maintain current Professional Liability Insurance coverage as evidenced by placing a copy of the paid receipt on file in clinic.
8. **Portfolio**. The student should collect any relevant items for portfolio entries. Consult the CD Program Director or Academic Advisor for clarification as needed.
9. **Seminars**. The student should anticipate attending one or more seminars for professional development on campus, at their school, or other location. Particular meetings are specified in the Student Teaching Calendar distributed by the Office of Student Teaching. The student may be expected to attend relevant events at the recommendation of the on-site SLP, University Supervisor, or CD Program.
10. **Forms and Assignments**. The student is responsible for completing the following by the due date specified by the University Supervisor:
 - a. **Student Teaching Handbook Homework**. Specific instructions and the homework form are located on Blackboard under "Assignments" for this course. This assignment may be mailed or submitted as an email attachment to the University Supervisor. Due at the end of the first week of student teaching.
 - b. **Student Teaching Checklist**. This form is provided by the Office of Student Teaching and is to be completed with assistance from the on-site SLP. This may be mailed or submitted as an email attachment to the University Supervisor. Due at the end of the first week of student teaching.

c. Video and KTIP Lesson Plan. The student must complete a videotaping project and KTIP lesson plan based on instructions provided by the University Supervisor. Due at the end of the ninth week of student teaching.

d. Written Weekly Reflections. The student will write a reflection at the end of each week following the format and instructions provided by the University Supervisor. Reflections should summarize and evaluate significant learning experiences and events that occurred during the week. Technical writing skills should be demonstrated with proper grammar, spelling, and punctuation. Since reflections are personal thoughts, students will use their own discretion about sharing them with the on-site SLP or University Supervisor. However, it should be noted that these reflections will be collected and filed in the Office of Student Teaching and Field Experiences at the end of the semester. Complete set of reflections is due at the end of the twelfth week of student teaching. Reflections must be submitted as printed hard copies. Email attachments cannot be accepted.

e. Professional Development Log. The student should maintain a log of PD activities following the format and instructions provided by the University Supervisor. These may include seminars, meetings, online activities, professional conferences/conventions, or other relevant events completed during the semester. Due at the end of the twelfth week of student teaching. Log must be submitted as printed hard copy. Email attachment cannot be accepted.

f. Clock Hours. The student is responsible for tracking the clock hours accrued during this experience, having the Clock Hours Form signed by the on-site SLP, and submitting this record to the Clinic Director at the end of this experience.

g. Competency Checksheet. The student is responsible for maintaining their Competency Checksheet throughout the semester, having relevant activities verified by the on-site SLP, and submitting the up-to-date form to the Clinic Director at the end of this experience.

h. Additional Forms. The student should expect to complete various other forms (e.g., Student Teacher Information and Update; Medical Emergency; Student Teaching Schedule) and submit as requested.

Course Outline

Individually arranged. The student will be placed in a full-time, 12-week (60 days) experience under the direct supervision of an ASHA-certified speech-language pathologist (i.e., on-site SLP) employed by the public school system. The University Supervisor will observe the student in person and on video and will communicate with the on-site SLP and the student, regarding the student's performance and experiences. The student should expect to communicate with the University Supervisor on a regular basis via email, phone calls, and/or personal meetings as needed. The on-site SLP will provide a schedule of daily activities, expectations, and other information to the student. The student will follow the public school's calendar, rather than ECU's calendar, for holidays and closings as well as other relevant events. The student must account for 60 days of attendance during this experience in order to comply with EPSB state regulations for student teachers.

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title *Provide only the information relevant to the proposal.	Special Education Education CDS 880 Research Methodology in Communication Disorders Communication Disorders (M.A. Ed.) (Major <u>X</u> , Option ___; Minor ___; or Certificate ___)
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee <i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Graduate Council* Council on Academic Affairs
College Curriculum Committee General Education Committee* Teacher Education Committee*	NA 	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.)

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Remove undergraduate prerequisites.</p> <p>A. 2. Effective date: (Example: Fall 2001) Summer 2012</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action:</p> <p>Most bachelor's programs in Communication Disorders include these prerequisite courses, but they are not recognized in Banner due to a different course prefix and/or number. Removing these prerequisites would remove the necessity of a prerequisite override.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None</p> <p>Operating Expenses Impact: None</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>

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

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

- 91. For a new course, provide the catalog text.
- 92. For a revised course, provide the current catalog text with the proposed text using ~~strickethrough~~ for deletions and underlines for additions.
- 93. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~strickethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

CDS 880 Research Methodolgy in Communication Disorders (3) I. Prerequisites: admission to communication disorders and sciences program; ~~SED 341 or 590, CDS 365 and 373~~; or by departmental permission. Corequisite: CDS 878. Critical examination of research methodology in communication disorders and sciences. Students acquire the fundamental motivation, knowledge, and skills for conducting clinical and basic science research and for reading and critically evaluating research literature.

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

- 94. For a new program, provide the catalog description as being proposed.
- 95. For a revised program, provide the current program requirements using ~~strickethrough~~ for deletions and underlines for additions.
- 96. 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 ~~strickethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new or changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
			AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
			Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		
			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.)

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).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

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

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title *Provide only the information relevant to the proposal.	Special Education Education CDS 488 Practicum in Audiology Communication Disorders (B.S.) (Major <u>X</u> , Option __; Minor __; or Certificate __)
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee <i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Graduate Council* NA Council on Academic Affairs
College Curriculum Committee General Education Committee* Teacher Education Committee*	NA 	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.) To increase prerequisite overall GPA to 3.0. A. 2. Effective date: (Example: Fall 2001) Fall 2012 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: The overall GPA prerequisite for admission to the program is being raised to 3.0. Increasing the overall GPA to 3.0 for this course will be consistent with the admission standard.	
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.)

- 94. For a new course, provide the catalog text.
- 95. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
- 96. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

CDS 488 Practicum in Audiology. (1) I, II. Prerequisites: Overall ~~2.8~~ 3.0 GPA or Clinic Director approval. Supervised clinical practice in audiology. May be retaken to a maximum of two credit hours.

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

- 97. For a new program, provide the catalog description as being proposed.
- 98. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
- 99. 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 ~~striethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new or changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
			AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
			Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		
			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.)

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).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

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

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title *Provide only the information relevant to the proposal.	Special Education Education CDS 474 Advanced Practicum in Speech Pathology Communication Disorders (B.S.) (Major <u>X</u> , Option ___; Minor ___; or Certificate ___)
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee <i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Graduate Council* NA Council on Academic Affairs
College Curriculum Committee General Education Committee* Teacher Education Committee*	NA 	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.) To increase prerequisite overall GPA to 3.0. A. 2. Effective date: (Example: Fall 2001) Fall 2012 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: The overall GPA prerequisite for admission to the program is being raised to 3.0. Increasing the overall GPA to 3.0 for this course will be consistent with the admission standard.	
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.)

- 97. For a new course, provide the catalog text.
- 98. For a revised course, provide the current catalog text with the proposed text using ~~strike through~~ for deletions and underlines for additions.
- 99. For a dropped course, provide the current catalog text.

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.)

CDS 474 Advanced Practicum in Speech Pathology. (3) II. Prerequisites: Overall ~~2.8~~ 3.0 GPA and CDS 374, or Clinic Director approval. Advanced supervised clinical practice in communication disorders services. May be retaken to a maximum of six credit hours.

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

- 100. For a new program, provide the catalog description as being proposed.
- 101. For a revised program, provide the current program requirements using ~~strike through~~ for deletions and *underlines* for additions.
- 102. 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 underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new or changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
			AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
			Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		
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.)

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).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

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

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input checked="" type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title *Provide only the information relevant to the proposal.	Special Education Education CDS 374 Practicum in Speech Pathology Communication Disorders (B.S.) (Major <u>X</u> , Option ___; Minor ___; or Certificate ___)
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee <i>Is this a SACS Substantive Change?</i> Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>		Graduate Council* NA Council on Academic Affairs
College Curriculum Committee General Education Committee* Teacher Education Committee*	NA _____ _____	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.) To increase prerequisite overall GPA to 3.0. A. 2. Effective date: (Example: Fall 2001) Fall 2012 A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: The overall GPA prerequisite for admission to the program is being raised to 3.0. Increasing the overall GPA to 3.0 for this course will be consistent with the admission standard.	
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.)

- 100. For a new course, provide the catalog text.
- 101. For a revised course, provide the current catalog text with the proposed text using ~~strickethrough~~ for deletions and underlines for additions.
- 102. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~strickethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

CDS 374 Practicum in Speech Pathology. (3) I. Prerequisites: 25 hours of observation in communication disorders and sciences, CDS 372 and 373, and overall ~~2.8~~ 3.0 GPA, or Clinic Director approval. Supervised clinical practicum in communication disorders services. May be retaken to a maximum of six credit hours.

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

- 103. For a new program, provide the catalog description as being proposed.
- 104. For a revised program, provide the current program requirements using ~~strickethrough~~ for deletions and *underlines* for additions.
- 105. 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 ~~strickethrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new or changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
			AS _____ JS _____ BT _____ EM _____ ED _____ PC _____ HS _____	
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
	Lecture _____	Laboratory _____	Other _____	
			Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
			FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	FOR BANNER USE ONLY	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		
			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.)

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).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

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

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title *Provide only the information relevant to the proposal.	Teacher Education Education FIELD PLACEMENT Student Teaching and Field Experiences (Major ____, Option ____, Minor ____, or Certificate ____)
Proposal Approved by:		
Departmental Committee	<u>Date</u> 10/18/11	<u>Date</u> NA
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Graduate Council*
College Curriculum Committee	11/01/11	Council on Academic Affairs
General Education Committee*	NA	Approved Disapproved 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 ECU'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 admission, placement, and supervision in student teaching to comply with 16 KAR 5:040 Update language to align with language used in the regulation.	
A. 2. Effective date: Fall 2012	
A. 3. Effective date of suspended programs for currently enrolled students:	
B. The justification for this action: To maintain compliance with 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. 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

106. For a new program, provide the catalog description as being proposed.
107. For a revised program, provide the current program requirements using ~~strikethrough~~ for deletions and *underlines* for additions.
108. 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.)

FIELD PLACEMENT

Student Teaching and Field Experiences

ekufieldplacement@eku.edu

ekustudentteaching@eku.edu

Bert Combs 425

(859) 622-1828

- The Office of Teacher Education Services receives and evaluates all applicants for student teaching, determines appropriate disposition of the application, and provides continuous assessment of the applicant's pre-teaching and teaching experiences during the professional semester.
- This Office recognizes that cultural diversity is a fact of American life and teachers function in a pluralistic cultural environment. Experience in multi-cultural settings provides valuable enrichment for the proper development of effective teachers. That philosophy will guide the candidate assignments.
- Candidates are not allowed to take any other courses (including correspondence and transient courses) while student teaching. Credit for unfinished correspondence courses will not be allowed during the student teaching semester.
- Candidates of senior standing (90 hours or more with a minimum of 12 semester hours residence at ECU) may enroll in student teaching if they have satisfied the following requirements:

Application for Student Teaching

1. Applicants must be admitted to the professional education program prior to the application semester.
2. Applicants must file an application during the first four weeks of the semester prior to the term in which student teaching is desired.
3. Applications filed will be evaluated and processed for approval or disapproval.

Evaluation of application will include in part:

1. The planned curriculum. Each applicant must have an approved planned curriculum on file with the Office of Teacher Education Services.
2. All prerequisites in professional education and pre-student teaching curricula in the applicant's area as prescribed by the *Catalog*, must be completed prior to student teaching.
3. Recommendation made by the applicant's advisor.
4. A valid medical examination report, including current

~~tuberculosis test report~~ A record or report from a valid and current medical examination, which shall include a tuberculosis (TB) risk assessment. Candidates with any significant deviation from normal physical and psychological well-being will be referred to a proper examining physician.

5. ~~The ethics declaration~~ Professional Code of Ethics and Character and Fitness Declaration. Each applicant must complete and sign a new “Personal and Professional Fitness Declaration” form. Based on your disclosure, an interview by the Professional Education Admission Committee may be required.

6. Behavior that relates to the moral, ethical, social, and personal standards of professional competency. The applicant’s comportment will be subject to review and appraisal by the department responsible for the student teaching recommendation and the College of Education. Applicants must process a criminal background check (KRS.161.042 or changes as adopted).

7. Academic Requirements: Undergraduate degree students’ GPAs are based on the hours attempted as shown on the official ECU transcript. Post degree certification students’ GPAs are based on all undergraduate course work and on the hours attempted as shown on the official ECU transcript.

Elementary Education (P-5) and Middle Grade Education (5-9) Majors

- Minimum 2.75 GPA in all undergraduate course work.
 - Minimum 2.75 GPA in college work at ECU.
 - Minimum 2.75 GPA with a grade of “C” or higher in courses in the “core and supporting course requirements,” area(s) of academic emphasis, “professional education requirements” (see program display for a list of courses), teaching minor(s), and certification endorsement(s).
 - Candidates must satisfactorily complete a portfolio review during methods courses.
 - Candidates must submit satisfactory pre-service disposition reviews from their advisor and a designated methods instructor as part of the application process.
 - Candidates must submit satisfactory pre-service disposition reviews from one cooperating teacher and one university supervisor at the end of the student teaching experience.
 - Minimum of ~~150~~ 200 hours of field experiences in a variety of Primary-12 schools 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 as designated
- ~~in course requirements or by programs. Of which, 20 hours will be diverse experiences with the following student populations two racial/ethnic groups and a minimum of one of the following: socio-economic, exceptionalities, at risk and Limited English Proficiency. Hours are submitted and evaluated in TaskStream.~~
- Candidates must submit a minimum of 4 Teacher Education Services approved diversity/multicultural events prior to Student Teaching. Events are submitted and evaluated in

TaskStream.

- Other requirements as found in the appropriate department presentation.

Special Education

- Minimum 2.75 GPA in all undergraduate course work.
 - Minimum 2.75 GPA in college work at EKU.
 - Minimum 2.75 GPA with a grade of “C” or higher in courses in the “major, core, and option,”* “elementary/middle grade and supporting course requirements,” area of academic emphasis**, professional education requirements (see program display for a list of courses), teaching minor(s), and certification endorsement(s).
 - Candidates must satisfactorily complete a portfolio review during methods courses.
 - Candidates must submit satisfactory pre-service disposition reviews from their advisor and a designated methods instructor as part of the application process.
 - Candidates must submit satisfactory pre-service disposition reviews from one cooperating teacher and one university supervisor at the end of the student teaching experience.
 - Minimum of ~~150~~ 200 hours of field experiences in a variety of Primary -12 schools 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~~Of which, 20 hours will be diverse experiences with the following student populations two racial/ethnic groups and a minimum of one of the following: socio-economic, exceptionalities, at risk and Limited English Proficiency. Hours are submitted and evaluated in TaskStream.~~
 - Candidates must submit a minimum of 4 Teacher Education Services approved diversity/multicultural events prior to Student Teaching. Events are submitted and evaluated in TaskStream.
 - Other requirements as found in the appropriate department presentation.
- *combination of major, core, and/or option as identified in the program display
**emphasis with middle grade education only

Communication disorders majors should see their advisor for information related to admission to student teaching.

Secondary Education Majors

- Minimum 2.75 GPA in all undergraduate course work.
- Minimum 2.75 GPA in college work at EKU.
- Minimum 2.75 GPA in teaching major(s)*, minor(s), area(s) of academic emphasis, and certification endorsement(s). See program area for specific course grade requirements.
- Minimum 2.75 GPA with a grade of “C” or higher in courses in “professional education requirements” (see program display for a list of courses).
- Candidates must satisfactorily complete a portfolio review during methods courses.
- Candidates must submit satisfactory pre-service disposition

reviews from their advisor and a designated methods instructor as part of the application process.

- Candidates must submit satisfactory pre-service disposition reviews from one cooperating teacher and one university supervisor at the end of the student teaching experience.

- Minimum of ~~150~~ 200 hours of field experiences in a variety of Primary -12 schools 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

Of which, 20 hours

will be diverse experiences with the following student populations two racial/ethnic groups and a minimum of one of the following: socio-economic, exceptionalities, at risk and Limited English Proficiency. Hours are submitted and evaluated in TaskStream.

- Candidates must submit a minimum of 4 Teacher Education Services approved diversity/multicultural events prior to Student Teaching. Events are submitted and evaluated in TaskStream.

- Other requirements as found in the appropriate department presentation.

*A minimum of seventy-five percent of major and seventy-five percent of supporting course requirements must be completed prior to student teaching. Individual program areas may require a higher percentage of credit hours completion prior to student teaching.

CERTIFICATION - coecert@eku.edu

Bert Combs 425

(859) 622-6852

Application for Certification

Exams

Prior to graduation, candidates must complete required competency examinations and take the PRAXIS Series (Professional Assessments for Beginning Teachers) and PLT exams. All required parts of the PRAXIS test are to be taken during the senior year.

NOTE: Some majors/minors require testing over two semesters. Candidates must review the schedule for PRAXIS tests registration deadlines prior to the beginning of the senior year (last two semesters). Specialty test(s) are required for each certification area sought.

Certification

Applications for teacher certification should be filed in the Office of Teacher Education Services prior to graduation as follows: May graduates by April 1; August graduates by July 1; December graduates by November 1. Applications for certification are not processed until all requirements are met.

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title *Provide only the information relevant to the proposal.	Teacher Education Education College of Education Policy and Procedures Section (Major ____, Option ____, Minor ____, or Certificate ____)
Proposal Approved by:		
Departmental Committee	<u>Date</u> 10/18/11	Graduate Council*
		<u>Date</u> NA
<i>Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/></i>		
College Curriculum Committee		Council on Academic Affairs
General Education Committee*	NA	Approved _____ Disapproved _____
Teacher Education Committee*		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.) EPSB MANDATE: "Undergraduate students shall not enroll in any educator preparation program courses restricted to admitted candidates" (September 19, 2011 EPSB – Agenda Book Action Item A - 16 KAR 5:020). A. 2. Effective date: Fall 2012. 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	
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

- 109. For a new program, provide the catalog description as being proposed.
- 110. For a revised program, provide the current program requirements using ~~strickthrough~~ for deletions and *underlines* for additions.
- 111. 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 ~~strickthrough~~ for deletions and underlines for additions.)

**College of Education
Pages 134-135 2011-2012 Undergraduate Catalog
Policies and Procedures**

Add the following category - Insert after Planned Curriculum:

Progressing in Professional Education

Candidates shall not enroll in any educator preparation program courses restricted to admitted candidates.

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

Part I

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title *Provide only the information relevant to the proposal.	Teacher Education Education Admission to Teacher Education (Major ____, Option ____, Minor ____, or Certificate ____)
Proposal Approved by:		
Departmental Committee	<u>Date</u> 10/18/11	Graduate Council*
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	NA
College Curriculum Committee		Council on Academic Affairs
General Education Committee*	NA	Approved _____ Disapproved _____
Teacher Education Committee*		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.)

<p>A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Update Admission To Educator Preparation to comply with 16 KAR 5:020</p> <ul style="list-style-type: none"> • Require candidates demonstrate essential knowledge in areas of mathematics, reading, and writing prior to admission by achieving the required scores on the Praxis I: Pre-Professional Skills Test (PPST) • Require candidates demonstrate capacity in critical thinking, communication, creativity, and collaboration prior to admission • Remove Computer Literacy as an admission requirement. A new Instructional Technology course is being developed by the Department of Curriculum and Instruction and will be required in all teacher education programs. <p>A. 2. Effective date: Candidates seeking admission to Teacher Education September 1, 2012 or after.</p> <p>A. 3. Effective date of suspended programs for currently enrolled students:</p>
<p>B. The justification for this action: To maintain compliance with 16 KAR 5:020</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: The Teacher Education Banner Modules will need to be updated to capture the new data. ITDS staff will be involved.</p> <p>Operating Expenses Impact: Initial cost to update the Banner Modules</p> <p>Equipment/Physical Facility Needs: None</p> <p>Library Resources: None</p>

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

112. For a new program, provide the catalog description as being proposed.
113. For a revised program, provide the current program requirements using ~~strikethrough~~ for deletions and underlines for additions.
114. 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.)

OFFICE OF TEACHER EDUCATION SERVICES

Advising, Teacher Admission, Field Placement, and Certification

Assistant Dean and Director

Dr. Sherwood Thompson

Assistant Director

Dr. Rose Skepple

To teach, to learn, to help others teach and learn.

ADVISING - coeadvising@eku.edu

Bert Combs 423

(859) 622-1828

The Office of Teacher Education Services offers academic advisement and information designed to help undergraduate candidates to begin or continue their studies in the College of Education. The certification officer will make referrals and serve as a liaison to graduate coordinators for candidates obtaining additional certifications and/or ranks.

TEACHER ADMISSION - teacher.admissions@eku.edu

Bert Combs 423

(859) 622-1828

The Office of Teacher Education Services is responsible for admitting candidates to professional education programs at EKU. In addition, certification applications for teachers and school personnel (principals, supervisors, superintendents, counselors, pupil personnel directors, business administrators, librarians, and speech pathologists) are processed through the Office of Teacher Education Services.

To be recommended for certification, all candidates seeking initial teacher certification, regardless of the college in which they are enrolled, must meet the requirements for admission to professional education, complete an approved teaching curriculum, and pass the required PRAXIS tests, PLT exam, or Kentucky test as determined by the major/minor.

Candidates are advised to enroll in EDF 103, Introduction to Education, during their freshman year and in EDF 203, Schooling and Society, during their sophomore year. However, candidates should not enroll in EDF 103 until all developmental requirements have been met. EDF 310 will be required for candidates who have an equivalent transfer course for EDF 203.

ADMISSION REQUIREMENTS and APPLICATION PROCESS

Admission to Professional Education

Admission to the University (academic college) is not synonymous with admission to professional education. Candidates will apply for admission to professional education in the College of Education's Office of Teacher Education Services (Combs 423). Formal applications will be accepted based upon completion of the following requirements:

A. Hours / Residence

- Candidates must complete 60 hours of credit (excluding developmental level courses).
- Transfer candidates must complete 12 hours of credit at EKU.

B. Admission Test Requirement

- Candidates must have a passing score on ~~one~~ of the following tests:

~~ACT (American College Test)* Composite 21~~

~~or alternative ACT options: Composite 20 with an overall GPA of 3.0 or~~

~~Composite 19 with an overall~~

~~GPA of 3.25~~

~~Individuals using an alternative ACT option must maintain or exceed the overall corresponding GPA requirement throughout the program. GPA compliance will be reviewed each semester.~~

PRAXIS I - (PPST) Reading ~~173~~ 176; Math ~~173~~ 174;

(Preprofessional Skills Test) Writing ~~172~~ 174

~~SAT (Scholastic Aptitude Test) Composite 990~~

~~GRE (Graduate Record Exam) See program requirements~~

~~MAT (Miller Analogies Test) See program requirements~~

*ACT scores must be Fall 1989 or after and be on file at the University Office of Admissions.

C. GPA and Grade Requirements

- Minimum overall 2.75 GPA on all undergraduate course work is required for admission and program exit. ~~Candidates using an alternative ACT option must maintain or exceed the overall corresponding GPA requirement throughout their program.~~
- Minimum 2.75 GPA on college work at EKU is required for admission and program exit.
- ~~Satisfactory grade in EDF 103, and a A grade of "C" or higher in EDF 203 (requires completion of admission test requirement [section B] prior to enrollment).~~
- Satisfactory grade in EDF 310 for transfer candidates having completed EDF 203 at another institution.

Undergraduate degree candidate GPA is based on the hours attempted as shown on the official EKU transcript. Post degree certification candidate GPA is based on all undergraduate course work and on the hours attempted as shown on the official EKU transcript.

D. Demonstrate an Overall Disposition Essential to Being an Effective Teacher

- Critical thinking: A grade of "C" or higher in ENG 102 or HON 102 with a grade of "B" or higher in ENG 105 (those earning a "C" must also take ENG 102).
- Creativity: A grade of "C" or higher in EDF 203.
- Collaboration: A grade of "C" or higher in EDF 203.
- Communication: A grade of "C" or higher in CMS 100 or CMS 210.

~~D~~ E. Mathematics Requirement

Candidates must complete a college level mathematics course of MAT 105 or above (exclusive of MAT 201 and 202) with a grade of "C" or higher.

F. Computer Literacy

- Candidates must complete CSC 104 or CIS 212 with a grade

of “C” or higher.

F. Oral and Written Communication

- ~~Oral communication: A grade of “C” or higher in CMS 100 or CMS 210.~~
- ~~Written Communication: A grade of “C” or higher in ENG 101 and 102 or HON 102 with a grade of “B” or higher in ENG 105 (those earning a “C” must also take ENG 102).~~

G. Examinations

- Candidates must achieve satisfactory results on examinations taken in EDF 103/310 and 203 and on other examinations which may be required by the Professional Education Admissions Committee.
- Candidates must demonstrate proficiency in oral and written communication including evidence of satisfactory speech and hearing screening. Screening is provided by the Speech-Language-Hearing Clinic in Wallace 278.
- Candidates scoring below minimum requirements on the tests for oral and written communication shall be required to improve their competencies to an acceptable level before admission to professional education. This may include therapy, tutoring, and enrollment in credit or non-credit remediation courses.
- Any deaf/hard of hearing candidate unable to pass the speech and hearing screening who can benefit from remediation should receive it. Documentation concerning remediation and communication competency (oral or manual) must be provided to the Speech-Language-Hearing Clinic. The Clinic, in consultation with faculty of the Deaf and Hard of Hearing Program, will submit a recommendation for consideration for admission to the Office of Teacher Education Services. This should include documentation of communication competence.

H. G. Recommendations of Professional Dispositions

- Candidates must submit satisfactory pre-service disposition reviews from four EKU faculty members including the EDF 203 or EDF 310 instructor, the advisor and two other EKU faculty members.
- Candidates must complete and sign a Candidate Statement of Commitment Regarding Dispositions form.

J. H. Professional Code of Ethics and Character and Fitness Declaration

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

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 on your disclosure, an interview by the Professional Education Admission Committee may be required.

K. I. Student Behavior

- Candidates must have no physical or psychological impairments that would preclude teaching success.
- Candidates preparing to work in schools as teachers or other professional school personnel must demonstrate dispositions necessary to help all students learn.
- Candidates must demonstrate acceptable social behavior at the University and in the community-at-large.* A candidate interview may be required by the Professional Education Admissions Committee.
- Candidate admission status may be reevaluated if the

candidate is placed on either academic or social probation or has a record of criminal conviction(s).* A candidate interview may be required by the Professional Education Admissions Committee.

*The Office of Teacher Education Services will contact the Eastern Kentucky University Office of Judicial Affairs to obtain records of infractions committed by candidates for admission to professional education. The Office of Teacher Education Services may also contact the Administrative Office of the Courts to obtain a criminal records check for each candidate for admissions to professional education.

I.J. Portfolio Review

Candidates must satisfactorily complete a portfolio review during EDF 203 or EDF 310.

The Office of Teacher Education Services will process the formal "Application for Admission to Professional Education." The Professional Education Admissions Committee will review applications, supporting documentation, and other relevant materials brought before the committee and will take appropriate action concerning the student's admission to the professional education program. The candidate will be notified of the committee's decision.