

College Curriculum Coordinating Committee

December 3, 2013

Agenda

1. Call to Order
 2. Approval of meeting minutes, 10-01-13 (November meeting was cancelled)
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Department of Counseling and Educational Psychology

Program Revision	Clinical Mental Health Counseling	Fall 2014
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Department of Curriculum and Instruction

Program Revision	B.S. Middle Grade Education	Fall 2014
	ESE490	Fall 2014
Course Revision	ESE499	Fall 2014
Program Revision	MAEd Library Science	Fall 2014
Course Revision	EMS561	Fall 2014
Course Revision	EMS761	Fall 2014
Course Revision	EMS563	Fall 2014
Course Revision	EMS763	Fall 2014
Course Revision	EMS565S	Fall 2014
Course Revision	EMS765S	Fall 2104

Department of Educational Leadership & Policy Studies

Program Revision	Master of Arts in Student Personnel	Fall 2014
	Services in Higher Education	Fall 2014

Discussion / Informational Items

Good of the Order

APPROVED (With corrections)			
Course Revision	EDF203		Fall 2014
APPROVED (With corrections)			
Course Revision	EDF319		Fall 2014
APPROVED (With corrections)			
Course Revision	EDF319W		Fall 2014
APPROVED (With corrections)			
Course Revision	LIB301		Fall 2014
APPROVED (With corrections)			
Course Revision	LIB301S		Fall 2014
WITHDRAWN			
Editorial Change	EDF319W		Fall 2014
APPROVED			
Program Revision	B.S. Elementary Education (P-5) Teaching		Fall 2014
APPROVED			
Program Revision	MAED Secondary Education		Spring 2014
APPROVED			
Course Revision	LIB805		Spring 2014
APPROVED			
New Endorsement	Endorsement: Elementary Mathematics Specialist (P-5)		Summer 2014
APPROVED			
New Course	EMS878		Fall 2014

There were motions for each C&I item, they were seconded and approved.

Department of Educational Leadership & Policy Studies

Dr. Theresa Wallace discussed the following items for Educational Leadership.

APPROVED (With corrections)			
Course Revision	EAD859		Spring 2015
APPROVED (With corrections)			
Course Revision	EAD879		Spring 2015

There were motions for both items, they were seconded and approved.

Department of Special Education

Dr. Deborah Haydon discussed the following item for Special Education.

APPROVED			
Hybrid Course	CDS571W		Spring 2014

There was a motion for this item, it was seconded and approved.

Discussion / Informational Items

Good of the Order

- Dr. Laurence Hayes made a motion to adjourn, it was seconded.
 - Meeting dismissed at 4:42 PM.



EASTERN KENTUCKY UNIVERSITY

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MEMORANDUM

TO: College Curriculum Coordinating Committee
FROM: Dr. Kim Naugle
Associate Dean
DATE: December 3, 2013
SUBJECT: COE Agenda

Please consider the following agenda items for the College of Education at the next College Curriculum Coordinating Committee meeting on Tuesday, December 3, 2013:

Dept: Counseling and Educational Psychology

Chair: Larry Sexton

Program Revision	Clinical Mental Health Counseling	Page 4
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Dept: Curriculum & Instruction

Chair: Dorie Combs

Program Revision	B.S. Middle Grade Education	Page 6
Course Revision	ESE490	Page 9
Course Revision	ESE499	Page 12
Program Revision	MAEd Library Science	Page 15
Course Revision	EMS561	Page 18
Course Revision	EMS761	Page 25
Course Revision	EMS563	Page 32
Course Revision	EMS763	Page 38
Course Revision	EMS565S	Page 44
Course Revision	EMS765S	Page 50

Dept: Educational Leadership & Policy Studies

Chair: James Bliss

Program Revision	Master of Arts in Student Personnel Services in Higher Education	Page 56
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Dept: Special Education

Chair: Deborah Haydon

New Course	SED5XX/7XX	Page 62
New Course	SED5YY/7YY	Page 74

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	Counseling and Educational Psychology
<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	_____
<input type="checkbox"/> New Minor (Part III)	*Program Title	Clinical Mental Health Counseling
<input type="checkbox"/> Program Suspension (Part III)		_____
<input checked="" type="checkbox"/> Program Revision (Part III)	*Provide only the information relevant to the proposal.	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)

	<u>Date</u>		<u>Date</u>
Proposal Approved by:			
Departmental Committee	11/13/13	Council on Academic Affairs	_____
College Curriculum Committee	_____	Faculty Senate**	_____
General Education Committee*	N/A	Board of Regents**	_____
Teacher Education Committee*	N/A	EFFECTIVE ACADEMIC TERM***	_____
Graduate Council*	_____		_____

*If Applicable (Type NA if not applicable.)
**Approval needed for program revisions or suspensions.
***To be added by the Registrar's Office after all approval is received.

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

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)
Add COU 814, 825, 870, 871, 872, 885 as approved electives for this program.

A. 2. Proposed Effective Academic Term: (Example: Fall 2012)
Fall 2014

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

B. The justification for this action: Right now any of these courses are approved as electives in this program but have to be approved individually in an email to the Registrar. This will facilitate the process and save the time needed to process the paperwork both in the department and in the Registrar's Office.

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

Personnel Impact: None

Operating Expenses Impact: None

Equipment/Physical Facility Needs: None

Library Resources: No additional needed courses are already being taught.

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* 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 Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions. There are no changes or revisions in the program just in DegreeWorks.
2. 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.

Revised* Program Text

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

II. PROGRAM REQUIREMENTS

MASTER OF ARTS

Clinical Mental Health Counseling

CIP Code: 13.1101

Major Requirements.....60-66 hours

Core51-57 hours

COU 803, 804, 813, 820, 822, 840, 846, 847, 848, 849, 850, 855, 880, 881*, EPY 816, 839, 869.

*3-9 hours if internship is taken over 2-3 semesters.

Course Sequence: COU 813, 840, and 846 must be taken in semester sequence or as a co-requisite.

Electives9 hours

COU 807, 814, 825, 826, 827, 849, 851, 852, 853, 856, 870, 871, 872, 885, and 891 are approved electives.

Additional electives may be selected with advisor approval.

Exit Requirement0 hours

GRD 877j or 878s

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 type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (30 character limit)	
<input type="checkbox"/> New Minor (Part III)	*Program Title	B.S Middle Grade Education
<input type="checkbox"/> Program Suspension (Part III)		
<input checked="" type="checkbox"/> Program Revision (Part III)	*Provide only the information relevant to the proposal.	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	11/07/2013	Council on Academic Affairs	
College Curriculum Committee		Faculty Senate**	
General Education Committee*	N/A	Board of Regents**	
Teacher Education Committee*		EFFECTIVE ACADEMIC TERM***	
Graduate Council*	_ N/A _		

*If Applicable (Type NA if not applicable.)
 **Approval needed for program revisions or suspensions.
 ***To be added by the Registrar's Office after all approval is received.

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

<p>A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) Move EDF 319, EDF 319W, and EDF 349r to Supporting course requirements</p> <p>A. 2. Proposed Effective Academic Term: (Example: Fall 2012) Fall 2014</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: Moving EDF 319 and EDF 319W and the co-req EDF 349r allows students to complete course prior to admission to teacher education and maintains progress toward degree completion.</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.)

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* 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 Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

Revised* Program Text

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

MAJOR REQUIREMENTS

Core Courses15 hours

EMG 430, 445 or 445W, 447, and six hours from 491, 492, 493, 494, or 494W.

Professional Education Requirements~~28~~ 24.5 hours

EDF 103(1), 203, ~~319 or 319W~~, 413; EMG 499(12);

SED 401 or 401S; and 3 hrs of Applied Field ..

Experiences: EDF 349Q(0.5), ~~349R(0.5)~~; EMS

349Q(0.5), 349R(0.5); EMG 349(1). SED 401 or 401S.

Supporting Course Emphasis Requirements:

EDF 204, CMS 104, or CIS 212, EDF 319 or EDF 319W, EDF 349r .~~3~~ 6.5 hours

Areas of Emphasis:

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 Academic Term (Example: Fall 2012)	College/Division: AS _____ HS _____ BT _____ JS _____ ED _____ UP _____	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*	Cip Code (first two digits only)	
			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>		
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites 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 will not be awarded for both...; or formerly...)

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

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

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

<input type="checkbox"/> (Check one)	Department Name	Curriculum & Instruction
<input type="checkbox"/> New Course (Parts II, IV)	College	Education
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	ESE 490
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (30 character limit)	Secondary Curriculum, Classroom Organization, and Management
<input type="checkbox"/> New Minor (Part III)	*Program Title	
<input type="checkbox"/> Program Suspension (Part III)		
<input type="checkbox"/> Program Revision (Part III)	*Provide only the information relevant to the proposal.	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	11/07/2013	Council on Academic Affairs	
College Curriculum Committee		Faculty Senate**	
General Education Committee*	N/A	Board of Regents**	
Teacher Education Committee*		EFFECTIVE ACADEMIC TERM***	
Graduate Council*	N/A		

*If Applicable (Type NA if not applicable.)
**Approval needed for program revisions or suspensions.
***To be added by the Registrar's Office after all approval is received.

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

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)
Remove pre-requisite of methods class and teacher education core so that the class can be taken prior to methods class and student teaching. Add prerequisite of EDF 319 or EDF 319W. Delete field experience requirements.

A. 2. Proposed Effective Academic Term: (Example: Fall 2012)
Fall 2014

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

B. The justification for this action:
ESE 490 is now paired with EMS 349R Applied Learning in Teaching which requires 40 hours of field experiences. The class is now sequenced during the junior year, prior to methods classes. This action removes prerequisites required prior to these changes and eliminates the redundant field experience requirement.

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.)

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.)

**ESE 490 Secondary Curriculum,
Classroom Organization, and Management. (3) II.**

Prerequisites: ~~education core, special methods course,~~ EDF 319 or 319W

admission to professional education. Corequisite:

EMS 349R. Emphasis on questions and problems encountered in secondary teaching including classroom management, state and national curriculum trends, and legal issues. ~~Minimum 10 field/clinical hours.~~

Part III. Recording Data for Revised or Suspended Program

3. For a revised program, provide the current program requirements using ~~striketrough~~ for deletions and underlines for additions.
4. For a suspended program, provide the current program requirements as shown in catalog. List any concentrations and/or minors affected by the program's suspension.

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 Academic Term (Example: Fall 2012)	College/Division:	Dept. (4 letters)*
ESE	490	Fall 2014	AS _____ HS _____ BT _____ JS _____ ED X _____ UP _____	CURI
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture x _____	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only)	
			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>		
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites ****See definitions on following page****

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

Course Prefix and No. Corequisite: EMS 349R

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. Prerequisites: ~~education core, special methods course,~~ **EDF 319 or 319W** 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 will not be awarded for both...; or formerly...)

Course Prefix and No.

Course Prefix and No.

Course Prefix and No.

Course Prefix and No.

Course Prefix and No.

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

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

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name Curriculum & Instruction	
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	College Education	
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Prefix & Number	
<input type="checkbox"/> New Minor (Part III)	*Course Title (30 character limit)	ESE 499
<input type="checkbox"/> Program Suspension (Part III)	*Program Title	
<input type="checkbox"/> Program Revision (Part III)	*Provide only the information relevant to the proposal.	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)

Proposal Approved by:	<u>Date</u>	<u>Date</u>
Departmental Committee	11/07/2013	Council on Academic Affairs
College Curriculum Committee		Faculty Senate**
General Education Committee*	N/A	Board of Regents**
Teacher Education Committee*		EFFECTIVE ACADEMIC TERM***
Graduate Council*	N/A	

*If Applicable (Type NA if not applicable.)
**Approval needed for program revisions or suspensions.
***To be added by the Registrar's Office after all approval is received.

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

<p>A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) Remove corequisite of ESE 490.</p> <p>A. 2. Proposed Effective Academic Term: (Example: Fall 2012) Fall 2014</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: ESE 490 is now paired with EMS 349R Applied Learning in Teaching which requires 40 hours of field experiences. The class is now sequenced during the junior year, prior to the content methods classes. This action removes a co-requisite that requires ESE 490 be taken with student teaching.</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.)

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.)

ESE 499 Supervised Student Teaching in the Secondary School. (12) I, II. Prerequisites: education core, appropriate special methods course, admission to student teaching. ~~Corequisite: ESE 490.~~ Observation, participation, responsible classroom teaching including related professional activities.

Part III. Recording Data for Revised or Suspended Program

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 concentrations and/or minors affected by the program's suspension.

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 Academic Term (Example: Fall 2012)	College/Division:	Dept. (4 letters)*
ESE	499	Fall 2014	AS _____ HS _____ BT _____ JS _____ ED <u>X</u> _____ UP _____	CURI
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
12	Lecture _____	Laboratory _____	Other <u>X</u>	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only)	
P	12	S	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>		
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites and Prerequisites ****See definitions on following page****

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

Course Prefix and No.	Corequisite: ESE 490.
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.	Prerequisites: education core, appropriate special methods course, 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 will not be awarded for both...; or formerly...)

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

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

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

<input type="checkbox"/> (Check one)	Department Name	Curriculum and Instruction
<input type="checkbox"/> New Course (Parts II, IV)	College	College of Education
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (30 character limit)	
<input type="checkbox"/> New Minor (Part III)	*Program Title	MAEd Library Science
<input type="checkbox"/> Program Suspension (Part III)		
<input checked="" type="checkbox"/> Program Revision (Part III)	*Provide only the information relevant to the proposal.	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)

	<u>Date</u>	<u>Date</u>
Proposal Approved by:		
Departmental Committee	11/7/13	Council on Academic Affairs
College Curriculum Committee		Faculty Senate**
General Education Committee*	NA	Board of Regents**
Teacher Education Committee*		EFFECTIVE ACADEMIC TERM***
Graduate Council*		

*If Applicable (Type NA if not applicable.)
**Approval needed for program revisions or suspensions.
***To be added by the Registrar's Office after all approval is received.

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

<p>A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)</p> <ol style="list-style-type: none"> 1. Drop the "withTeacher Leader Endorsement" language from the name of the degree. 2. Update program requirements to meet revised EPSB admission requirements for initial certification. 3. Update program curriculum to align with AASL standards. 4. Remove course lists from endorsements and direct students to the respective department website where this information is officially maintained. <p>A. 2. Proposed Effective Academic Term: Fall 2014</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: To align the program with EPSB standards, AASL standards, and respective department listing of endorsements.</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 ~~strike through~~ for deletions and underlines for additions.
12. 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.)

Part III. Recording Data for Revised or Suspended Program

7. For a revised program, provide the current program requirements using ~~strike through~~ for deletions and underlines for additions.
8. 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.

Revised* Program Text

(*Use ~~strike through~~ for deletions and underlines for additions.)

SEE BELOW

MASTER OF ARTS IN EDUCATION ~~with~~ ~~Teacher Leader Endorsement Preparation~~ Library Science

CIP Code: 13.1334

(Programs Available Online)

I. GENERAL INFORMATION

The Master of Arts in Education Library Science program prepares professionals for work in P-12 schools as School Media Librarians. In addition to Library Science, endorsements are available in Gifted Education, Instructional Computer Technology, Literacy Specialist, Reading, School Safety, and Teacher Leader.

Several of these options are available online.

II. ADMISSION REQUIREMENTS

Admission requirements for Initial Certification Program Concentration: Candidates seeking initial certification as school librarians, who do not hold any other teacher certification must make application to and be accepted into Professional Education at EKU. The following is required:

1. Submit an application to the Graduate School indicating a bachelor's degree or advanced degree awarded by a regionally accredited college or university with a cumulative grade point average of 2.75 on a 4.0 scale OR a grade point average of 3.00 on a 4.0 scale on the last thirty (30) hours of credit completed, including undergraduate and graduate coursework.
2. Successful completion of the ~~pre-professional skills assessments of basic knowledge (PPST): Mathematics 174; Reading 176; and Writing 174~~ Praxis Core Academic Skills for Educators (CASE): Reading, 156; Writing, 162; Mathematics, 150 OR successful completion of the Graduate Record Exam (GRE) with the following corresponding scores: ~~Prior to August 1, 2011—Verbal 450; Quantitative 490; and Analytical Writing 4.0 OR after August 1, 2011—~~Verbal 150; Quantitative 143; and Analytical Writing 4 (Contact your program advisor if you have GRE scores prior to August 1, 2011).
3. ~~Complete two written assignments, given by the department, assessing~~ Evidence of critical thinking, creativity, communication and collaboration are assessed in LIB 800 (must earn a grade of "B" or higher).
4. Submit two faculty references that address candidate's ability to perform graduate level coursework.
5. Complete an interview with the MAEd Library Science admission committee.
6. Complete and sign a Candidate Statement of Commitment Regarding Dispositions form.
7. 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.

Candidates must be admitted to professional education upon completion of six credit hours in library science coursework. A background check must be completed prior to enrolling in LIB 840.

Admission requirements for Concentrations 2-8 (See Below):

Must meet the admissions requirements of the Graduate School and have completed an initial elementary, middle, or secondary teaching certification program. In addition, candidates must have earned an overall 3.0 undergraduate GPA on a 4.0 scale or a 3.0 in the last 60 hours

completed and submitted official test scores for either the GRE or Miller Analogies Test (MAT). Scores on the GRE/MAT are used in conjunction with the undergraduate GPA and other criteria in selecting candidates for admission.

III. PROGRAM REQUIREMENTS

Library Science Core **15-18-21 hours**
 LIB 800, 801; LIB 802, ~~or~~ 805; LIB 821, 870, *EPY 869

*Candidates selecting a teacher leader endorsement option will replace EPY 869 with ETL 802.

Program Specific Coursework – Options:

1. **Library Science (P-12) Initial Certification – (Online)**
 LIB 831, 840, 863; ELE 871 or EMG 806 or ESE 774; ~~EMG 810 or ELE 810~~... ETL 803 15 hours
Both Literature Courses Required:
 LIB 802 or 805 3 hours

2. **Library Science (P-12) Additional Certification – (Online)**
 LIB 831, 863; ELE 871 or EMG 806 or ESE 774; EMG 810 or ELE 810 12 hours

OTHER OPTIONS: Candidates may select an approved EPSB licensure endorsement as an option. Refer to the Endorsement list at the beginning section for the College of Education. Access endorsement course requirements at the respective department website.

- 3. ~~Gifted Education (P-12) Endorsement~~
 EMS 855, 856, 857, 858 12 hours
- 4. ~~Instructional Computer Technology (P-12) Endorsement (Online)~~
 EDC 810, 811, 812, 813 12 hours
- 5. ~~Literacy Specialist (P-12) Endorsement~~
 ELE 871 or EMG 806 or ESE 774; EMG 875, ENG 863, EME 877 12 hours
- 6. ~~Reading (P-12) Endorsement~~
 ELE 871, EMG 806, ESE 774, EMS 875 12 hours
- 7. ~~School Safety Endorsement (Online)~~
 EAD 840, SSE 870, 871, 873; SSE 872 or COU 847 15 hours
- 8. ~~Teacher Leader Endorsement (Online)~~
 ETL 800, 801, *802, 803, LIB 872 15 hours
 * Replaces EPY 869 in the core

Exit Requirement **0 hours**
 Comprehensive Exam and Portfolio Review: GRD 878x and 878y

Total Program Hours.....**30-36 hours (Library Science Initial Certification)**
Total Program Hours**33-39 hours (Depending on option requirements, hours may exceed stated hours)**

IV. EXIT REQUIREMENTS

The following are the exit requirements for Library Science.

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

Research Requirement Option 8 - Teacher Leader: An ~~action~~ research project that culminates in a technology-enhanced presentation is required in the Capstone Seminar, LIB 872.

Comprehensive Examinations: The candidate will have an opportunity to demonstrate professional growth through an oral examination (GRD 878x) covering education and major program components. A portfolio review is also required (GRD 878y).

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

Part I

(Check one)	Department Name	Curriculum & Instruction
<input type="checkbox"/> New Course (Parts II, IV)	College	EDU
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	EMS 561
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title	Environmental Education Essentials
<input type="checkbox"/> New Minor (Part III)	*Program Title	NA
<input type="checkbox"/> Program Suspension (Part III)		
<input type="checkbox"/> Program Revision (Part III)	*Provide only the information relevant to the proposal.	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	11/07/2013	Council on Academic Affairs	
College Curriculum Committee		Faculty Senate**	
General Education Committee*	N/A	Board of Regents**	
Teacher Education Committee*		EFFECTIVE ACADEMIC TERM***	
Graduate Council*			

*If Applicable (Type NA if not applicable.)
 **Approval needed for program revisions or suspensions.
 ***To be added by the Registrar's Office after all approval is received.

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

<p>A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) Change course level from 800 level to 500/700 level</p> <p>A. 2. Proposed Effective Academic Term: (Example: Fall 2012) Fall 2014</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) N/A</p> <hr/> <p>B. The justification for this action: Course level is being changed from 800 to make environmental education courses more accessible to a wider range of students as per KY's Environmental Education Master Plan (KEEC, 2009). Course SLO's and requirements will be changed to reflect the revision. This 500 level course will become an option for the ENV minor.</p> <hr/> <p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None, since the course has already been taught as an 800 level.</p> <p>Operating Expenses Impact: None, since the course has already been taught as an 800 level.</p> <p>Equipment/Physical Facility Needs: None, since the course has already been taught as an 800 level.</p> <p>Library Resources: None, since the course has already been taught as an 800 level.</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 ~~striketrough~~ for deletions and underlines for additions.
15. 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.)
The EMS 561(3) I. This course delves into the philosophy, historical development, resource identification and curriculum development of environmental education.

Part III. Recording Data for Revised or Suspended Program

9. For a revised program, provide the current program requirements using ~~striketrough~~ for deletions and underlines for additions.
10. 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.

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 Academic Term (Example: Fall 2012)	College/Division:	Dept. (4 letters)*
EMS	561	Fall 2014	AS _____ HS _____ BT _____ JS _____ ED <u>X</u> _____ UP _____	CURI
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>3</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)	
B, W, 1	3	N	FR _____ JR <u>X</u>	SO _____ SR <u>X</u>
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites 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 will not be awarded for both...; or formerly...)

Course Prefix and No.	EMS 861
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements (e.g. – 4B(3) X).

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)
1A (3)	2 (3)	3A (3)	4A (3)	5A (3)	6 (6)
1B (3)		3B (3)	4B (3)	5B (3)	
1C (3)		or 3A/B Integrated A&H(6)	or 4A/B Integrated Sciences(6)		

Eastern Kentucky University
Department of Curriculum and Instruction
Syllabus for EMS 561
Environmental Education Essentials, CRN: XXXXXX

1. Course Description

This course delves into the philosophy, historical development, resource identification, and curriculum development of environmental education.

2. Texts and Course Materials

Sobel, David (2008). *Childhood and nature: Design principles for educators*, Stenhouse Publishers.

Additional readings provided online.

Technology Requirements: students must have routine access to a computer with a reliable Internet connection. Your browsers must be up-to-date and current; this means that you should be using the current version of Mozilla Firefox, Microsoft Internet Explorer, and Java.

Students will be required to participate in two online real-time video conferences on Thursday evenings, once during the first week of classes and once during Finals week. Students can arrange to use a camera/microphone equipped laptop in the New Science Building if needed.

3. Student Learning Outcomes

Based upon the acquisition of the knowledge, understandings, skills and experiences in EMS 561, students will:

1. Identify and discuss the foundations and goals of environmental education.
2. Identify and use knowledge, skills, and concepts to show how the field of environmental education has changed over time and continues to change.
3. Explain environmental literacy and its components.
4. Describe why improving environmental literacy is essential.
5. Explain environmental education standards and how they compare and contrast with state standards.
6. Identify state and national players.
7. Review and synthesize current research related to achievement and environmental education.
8. Describe and evaluate exemplary environmental education and related materials.
9. Compare and contrast benefits and criticisms of environmental education.
10. Identify and assess avenues that environment education can be infused into public schools.
11. Design and implement lesson plans that integrate environmental education standards with state standards.
12. Demonstrate curiosity, initiative, respect, adaptability, independent learning, and a participating attitude within the class.

4. Course Requirements

1. Weekly Instructor Assignments: Students will answer questions based on one or more readings assigned for the week. Responses will be emailed to the instructor.
2. Secondary School Environmental Literacy Instrument: Students will fill out an extensive environmental literacy survey and email the survey to the instructor.

3. Weekly Discussion Board Postings/Responses: Students will read and discuss articles or textbook assignments and post responses on BB. Students will also respond to two other classmates on
4. Short assignments (either posted to BB or emailed to Instructor) Students will engage in activities requiring more than reading and responding to readings such as taking and giving a survey to others.
5. Lesson Planning: Students will plan two lessons one environmental education lesson, and one involving taking their students outside.
6. Lesson Teaching and Reflections (700 level only): Graduate level students will teach and reflect on their lesson plan.
7. Final Project Presentation: Students will present their final project to the entire class.
8. Final Project: Students will choose from 4 final projects-- a mini unit, a grant proposal, a research paper, or a persuasive EE power point.

5. Evaluation Methods

The course grade will be based on an accumulation of points on course requirements.

Weekly Instructor Assignments	240 points
Secondary School Environmental Literacy Instrument	100 points
Weekly Discussion Board Postings/Responses	300 points
Short assignments (Either Posted to BB or Instructor)	100 points
Lesson Planning	100 points
Final Project Presentation	30 points
Final Project	120 points

Grading Scale:

Total = 850 points

90-100% = A

80- 89% = B

70-79% = C

60-69% = D

Below 59% = F

All learning and assessment tasks will be evaluated through the use of scoring guides.

6. Student Progress

The instructor will provide students with written information on their progress in the course at least once prior to the mid-point of the course through feedback on learning tasks.

8. Course Outline

Week	Unit Assignments
WEEK 1	Class meeting Online Your personal definition of EE Read 1.1 What is EE? Assignment 1 Read 1.2 & 1.3 Expanding the Definition of EE Assignment 2
WEEK 2	Download and complete the Secondary School Environmental Literacy Pre Test
WEEK 3	Read 1.4 Evolution of EE Assignment 3 & 4 Read assignment 2.1 so that you have plenty of time to complete it by next week.

WEEK 4	Read 2.1 Environmental Literacy Assignment 5 (Short Activity! 50 points!)
WEEK 5	Read 2.2 Questioning and Analysis Skills Read 2.3 Knowledge of Environmental Processes & Systems Read 2.4 Skills for Understanding Environmental Issues LOOK ahead to assignment 11 in 2.7. You will be expected to design (all) and teach, and reflect on (graduate students only) a lesson by that week.
WEEK6	Read 2.5 Personal and Civic Responsibility Read 2.6 Additional Variables
WEEK 7	Read 2.7 Environmental Literacy and KY's Core Academic Standards
WEEK 8	Read 3.1 Exemplary EE Practices Read 3.2 Emphasis on Education
WEEK 9	Spring Break
WEEK 10	Read 3.3 Benefits of EE Read 3.4 Criticisms of EE
WEEK 11	Read 3.5 Benefits of EIC Assignment 16 Short Activity
WEEK 12	Read 3.6 Integrating EE into the Curriculum Look ahead to 4.4, part 1
WEEK 13	Read 4.1 EE in Your Classroom Read 4.2 EE in Kentucky Look ahead to assignment 4.4 part 2. You will be expected to design (all), teach, and reflect (graduate only) on a lesson
WEEK 14	Read 4.3 EE at the National Level Read4.4 EE and Ecophobia
WEEK 15	Read 4.4 EE and Ecophobia continued
WEEK 16	Read 4.5: Future Trends in Environmental Education
WEEK 17	Final Project Presentations online

7. Attendance Policy

Timely posting and responding to the group discussion board is required. **Postings to and responding to discussion board cannot be made up once the discussion board closes.**

Chronic late posting will be considered the same as being absent. Students may turn in late postings to the instructor through Blackboard with a reduction in total points earned of 1 point per day up to 7 days. The student is responsible for presenting an adequate reason for absence to the instructor in order to be given opportunity to make up missed work. Adequate reasons include personal illness, death or serious illness in the immediate family or participation in an approved University activity

8. Notification of the Last Day to Drop the Course

The last day to drop the course or to withdraw from the University will be included in the class schedule. <http://colonelscompass.eku.edu>

9. Disability Statement

If you are registered with the Office of Services for Individuals with Disabilities (OSID), 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 Whitlock Building Room 361, by email at disserv@eku.edu, or by phone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in an alternative format.

10. Academic Integrity Policy

Students are advised that EKU's Academic Integrity policy will be strictly enforced in this course. The Academic Integrity policy is available at <http://studentrights.eku.edu/academic-integrity-policy>. Questions regarding the policy may be directed to the Office of Academic Integrity.

11. Official Email

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

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 EDU	
<input checked="" type="checkbox"/> Hybrid Course ("S," "W")	*Course Prefix & Number EMS 761	
<input type="checkbox"/> New Minor (Part III)	*Course Title Environmental Education Essentials	
<input type="checkbox"/> Program Suspension (Part III)	*Program Title NA	
<input type="checkbox"/> Program Revision (Part III)	*Provide only the information relevant to the proposal.	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)

Proposal Approved by:	<u>Date</u>	<u>Date</u>
Departmental Committee	11/07/2013	Council on Academic Affairs
College Curriculum Committee		Faculty Senate**
General Education Committee*	N/A	Board of Regents**
Teacher Education Committee*		EFFECTIVE ACADEMIC TERM***
Graduate Council*		

*If Applicable (Type NA if not applicable.)
**Approval needed for program revisions or suspensions.
***To be added by the Registrar's Office after all approval is received.

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

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

Change course level from 800 level to 500/700 level

A. 2. Proposed Effective Academic Term: (Example: Fall 2012)

Fall 2014

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

N/A

B. The justification for this action:

Course level is also changed from 800 to make environmental education courses more accessible to a wider range of students as per KY's Environmental Education Master Plan (KEEC, 2009). Course SLO's and requirements will be changed to reflect the revision. This 700 level course will continue to be a requirement of the Environmental Education Endorsement program.

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

Personnel Impact: None, since the course has already been taught as an 800 level.

Operating Expenses Impact: None, since the course has already been taught as an 800 level.

Equipment/Physical Facility Needs: None, since the course has already been taught as an 800 level.

Library Resources: None, since the course has already been taught as an 800 level.

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 ~~striethrough~~ for deletions and underlines for additions.
18. 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.)
The EMS 761(3) I. This course delves into the philosophy, historical development, resource identification and curriculum development of environmental education.

Part III. Recording Data for Revised or Suspended Program

11. For a revised program, provide the current program requirements using ~~striethrough~~ 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.

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 Academic Term (Example: Fall 2012)	College/Division:	Dept. (4 letters)*
EMS	761	Fall 2014	AS _____ HS _____ BT _____ JS _____ ED <u>X</u> _____ UP _____	CURI
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>3</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)	
B, W, 1	3	N	FR _____ JR _____	
			SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites 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 will not be awarded for both...; or formerly...)

Course Prefix and No.

EMS 861

Course Prefix and No.

Course Prefix and No.

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements (e.g. – 4B(3) X).

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)
1A (3)	2 (3)	3A (3)	4A (3)	5A (3)	6 (6)
1B (3)		3B (3)	4B (3)	5B (3)	
1C (3)		or 3A/B Integrated A&H(6)	or 4A/B Integrated Sciences(6)		

**The Graduate School
Eastern Kentucky University
Department of Curriculum and Instruction
Syllabus for EMS 761
Environmental Education Essentials, CRN: XXXXXX**

2. Course Description

This course delves into the philosophy, historical development, resource identification, and curriculum development of environmental education.

2. Texts and Course Materials

Sobel, David (2008). *Childhood and Nature: Design Principles for Educators*, Stenhouse Publishers.

Additional readings provided online.

Technology Requirements: students must have routine access to a computer with a reliable Internet connection. Your browsers must be up-to-date and current; this means that you should be using the current version of Mozilla Firefox, Microsoft Internet Explorer, and Java.

Students will be required to participate in two online real-time video conferences on Thursday evenings, once during the first week of classes and once during Finals week. Students can arrange to use a camera/microphone equipped laptop in the New Science Building if needed.

3. Student Learning Outcomes

Based upon the acquisition of the knowledge, understandings, skills and experiences in EMS 761, students will:

1. Identify and discuss the foundations and goals of environmental education (Graduate SLO 1).
2. Identify and use knowledge, skills, and concepts to show how the field of environmental education has changed over time and continues to change. (Graduate SLO 1).
3. Explain environmental literacy and its components. (Graduate SLO 2).
4. Describe why improving environmental literacy is essential. (Graduate SLO 3).
5. Explain environmental education standards and how they compare and contrast with state standards. (Graduate SLO 4)
6. Identify state and national players.
7. Review and synthesize current research related to achievement and environmental education. (Graduate SLO 5).
8. Describe and evaluate exemplary environmental education and related materials (Graduate SLO 3).
9. Compare and contrast benefits and criticisms of environmental education (Graduate SLO3, 6)
10. Identify and assess avenues that environment education can be infused into public schools (Graduate SLO 4)
11. Demonstrate curiosity, initiative, respect, adaptability, independent learning, and a participating attitude within the class. (Graduate SLO 5)
12. Design and implement lesson plans that integrate environmental education standards with state standards. (Graduate SLO 5)

700 level only

13. Reflect on lessons taught by analyzing and evaluating student work (Graduate SLO 4)

4. Course Requirements

1. Weekly Instructor Assignments: Students will answer questions based on one or more readings assigned for the week. Responses will be emailed to the instructor.
2. Secondary School Environmental Literacy Instrument: Students will fill out an extensive environmental literacy survey and email the survey to the instructor.
3. Weekly Discussion Board Postings/Responses: Students will read and discuss articles or textbook assignments and post responses on BB. Students will also respond to two other classmates on BB.
4. Short assignments (either posted to BB or emailed to Instructor) Students will engage in activities requiring more than reading and responding to readings such as taking and giving a survey to others.
5. Lesson Planning: Students will plan two lessons one environmental education lesson, and one involving taking their students outside.
6. Final Project Presentation: Students will present their final project to the entire class.
7. Final Project: Students will choose from 4 final projects, a mini unit, a grant proposal, a research paper, or a persuasive EE power point.

700 level only

8. Lesson Teaching and Reflections: Graduate level students will teach and reflect on their lesson plan.

5. Evaluation Methods

The course grade will be based on an accumulation of points on course requirements.

Weekly Instructor Assignments	240 points
Secondary School Environmental Literacy Instrument	100 points
Weekly Discussion Board Postings/Responses	300 points
Short assignments (Either Posted to BB or Instructor)	100 points
Lesson Planning	100 points
Final Project Presentation	30 points
Final Project	120 points

700 level only

Lesson Teaching and Reflections	100 points
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Graduate Grading Scale:

- 92-100% = A
- 82- 91% = B
- 72-81% = C
- 62-71% = D
- Below 62% = F

Graduate Total = 950 points

All learning and assessment tasks will be evaluated through the use of scoring guides.

6. Student Progress

The instructor will provide students with written information on their progress in the course at least once prior to the mid-point of the course through feedback on learning tasks.

8. Course Outline

Week	Unit Assignments
WEEK 1	Class meeting Online Your personal definition of EE Read 1.1 What is EE?

	Assignment 1 Read 1.2 & 1.3 Expanding the Definition of EE Assignment 2
WEEK 2	Download and complete the Secondary School Environmental Literacy Pre Test
WEEK 3	Read 1.4 Evolution of EE Assignment 3 & 4 Read assignment 2.1 so that you have plenty of time to complete it by next week.
WEEK 4	Read 2.1 Environmental Literacy Assignment 5 (Short Activity! 50 points!)
WEEK 5	Read 2.2 Questioning and Analysis Skills Read 2.3 Knowledge of Environmental Processes & Systems Read 2.4 Skills for Understanding Environmental Issues LOOK ahead to assignment 11 in 2.7. You will be expected to design (all) and teach, and reflect on (graduate students only) a lesson by that week.
WEEK6	Read 2.5 Personal and Civic Responsibility Read 2.6 Additional Variables
WEEK 7	Read 2.7 Environmental Literacy and KY's Core Academic Standards
WEEK 8	Read 3.1 Exemplary EE Practices Read 3.2 Emphasis on Education
WEEK 9	Spring Break
WEEK 10	Read 3.3 Benefits of EE Read 3.4 Criticisms of EE
WEEK 11	Read 3.5 Benefits of EIC Assignment 16 Short Activity
WEEK 12	Read 3.6 Integrating EE into the Curriculum Look ahead to 4.4, part 1
WEEK 13	Read 4.1 EE in Your Classroom Read 4.2 EE in Kentucky Look ahead to assignment 4.4 part 2. You will be expected to design (all), teach, and reflect (graduate only) on a lesson
WEEK 14	Read 4.3 EE at the National Level Read 4.4 EE and Ecophobia
WEEK 15	Read 4.4 EE and Ecophobia continued
WEEK 16	Read 4.5: Future Trends in Environmental Education
WEEK 17	Final Project Presentations online

9. Attendance Policy

Timely posting and responding to the group discussion board is required. **Postings to and responding to discussion board cannot be made up once the discussion board closes.**

Chronic late posting will be considered the same as being absent. Students may turn in late postings to the instructor through Blackboard with a reduction in total points earned of 1 point per day up to 7 days. The student is responsible for presenting an adequate reason for absence to the instructor in order to be given opportunity to make up missed work. Adequate reasons include

personal illness, death or serious illness in the immediate family or participation in an approved University activity

10. Notification of the Last Day to Drop the Course

The last day to drop the course or to withdraw from the University will be included in the class schedule. <http://colonelscompass.eku.edu>

11. Disability Statement

If you are registered with the Office of Services for Individuals with Disabilities (OSID), 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 Whitlock Building Room 361, by email at disserv@eku.edu, or by phone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in an alternative format.

12. Academic Integrity Policy

Students are advised that EKU's Academic Integrity policy will be strictly enforced in this course. The Academic Integrity policy is available at <http://studentrights.eku.edu/academic-integrity-policy>. Questions regarding the policy may be directed to the Office of Academic Integrity.

13. Official Email

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

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	EDU
<input checked="" type="checkbox"/> Hybrid Course ("S," "W")	*Course Prefix & Number	EMS 563
<input type="checkbox"/> New Minor (Part III)	*Course Title	Teaching Environmental Education
<input type="checkbox"/> Program Suspension (Part III)	*Program Title	NA
<input type="checkbox"/> Program Revision (Part III)	*Provide only the information relevant to the proposal.	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)

Proposal Approved by:	<u>Date</u>	<u>Date</u>
Departmental Committee	11/07/2013	Council on Academic Affairs
College Curriculum Committee		Faculty Senate**
General Education Committee*	N/A	Board of Regents**
Teacher Education Committee*		EFFECTIVE ACADEMIC TERM***
Graduate Council*		

*If Applicable (Type NA if not applicable.)
**Approval needed for program revisions or suspensions.
***To be added by the Registrar's Office after all approval is received.

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

<p>A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) Change course level from 800 level to 500/700 level</p> <p>A. 2. Proposed Effective Academic Term: (Example: Fall 2012) Fall 2014</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) N/A</p>
<p>B. The justification for this action:</p> <p>Course level is being changed from 800 to make environmental education courses more accessible to a wider range of students as per KY's Environmental Education Master Plan (KEEC, 2009). Course SLO's and requirements will be changed to reflect the revision. This 500 level course will become an option in the ENV minor.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None, since the course has already been taught as an 800 level.</p> <p>Operating Expenses Impact: None, since the course has already been taught as an 800 level.</p> <p>Equipment/Physical Facility Needs: None, since the course has already been taught as an 800 level.</p> <p>Library Resources: None, since the course has already been taught as an 800 level.</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.)
EMS 563 (3) Summer only, Appropriate methods and materials for effective environmental education in a variety of settings

Part III. Recording Data for Revised or Suspended Program

- 13. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
- 14. 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.

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 Academic Term (Example: Fall 2012)	College/Division:	Dept. (4 letters)*
EMS	563	Fall 2014	AS _____ HS _____ BT _____ JS _____ ED <u>X</u> _____ UP _____	CURI
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>3</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)	
B, W, 1	3	N	FR _____ JR <u>X</u>	SO _____ SR <u>X</u>
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites 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 will not be awarded for both...; or formerly...)

Course Prefix and No.	EMS 863
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements (e.g. – 4B(3) X).

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)
1A (3)	2 (3)	3A (3)	4A (3)	5A (3)	6 (6)
1B (3)		3B (3)	4B (3)	5B (3)	
1C (3)		or 3A/B Integrated A&H(6)	or 4A/B Integrated Sciences(6)		

Eastern Kentucky University
Department of Curriculum
Syllabus for EMS 563
Teaching Environmental Education, CRN: XXXXXX

1. Catalog Course Description

Appropriate methods and materials for effective environmental education in a variety of settings.

2. Texts and Course Materials

Students will be required to obtain texts from instructors.

Western Association of Fish and Wildlife Agencies (U.S.) & Council for Environmental Education. (2002). *Project WILD: K-12 curriculum & activity guide*. Gaithersburg, MD: Project WILD.

American Forest Foundation & Western Regional Environmental Education Council. (2006). *Project learning tree: Environmental education activity guide: Pre K-8*. Washington, DC: American Forest Foundation.

Project WET Foundation. (2011). *Project WET: Curriculum and activity guide 2.0*. Bozeman, Mont: Project WET Foundation.

3. Student Learning Outcomes

The student will be able to:

1. Describe and demonstrate the best teaching practices of environmental education including the use of technology.
2. Identify, compare, and contrast the roles of major environmental education curriculum upon teaching environmental education.
3. Locate and use planning and implementation strategies in environmental education.
4. Demonstrate strategies that recognize the construction of a learning climate, collaboration, and flexibility when teaching environmental education.
5. Identify, analyze, and implement formal and informal methods for assessing learner and instructional outcomes in environmental education.
6. Reflect on their ability to implement environment education best practices and create a professional development plan.

4. Course Requirements

1. Active class participation: Students will be expected to actively participate in all discussions and activities in class.
2. Field Journal/Notebook: Students will maintain a class notebook that will be checked by instructors daily
3. Environmental Education Professional Growth Plan: Students will develop a plan for professional growth aligned with the NAAEE Preparation of Environmental Educator Guidelines for Excellence.
4. Culminating Activity: Students will develop and teach an environmental education activity to K-12 students. Student work samples and a reflection are required.

5. Evaluation Methods

The course grade will be based on an accumulation of points on course requirements.

Class Participation	90 points
Field Journal	100 points
Professional Growth Plan	100 points
Lesson Teaching and Reflection and student work samples	<u>300 points</u>

Total 590 points

Grading Scale:

90-100% = A

80- 89% = B

70-79% = C

60-69% = D

Below 60% = F

All learning and assessment tasks will be evaluated through the use of scoring guides.

6. Student Progress

The instructor will provide students with written information on their progress in the course at least once prior to the midpoint of the course through feedback on learning tasks.

7. Course Outline

Note: This course is taught in an intensive five day workshop setting. Students are in class from 8:30 am until 5 pm with two days of extended instruction until 8 pm.

Day	Topic
1	What is Environmental Education? How do people learn?
2	What are the characteristics of effective environmental education curriculum? How can technology be used appropriately for environmental education?
3	How do we manage classes outdoors? What are appropriate ways to teach environment related attitudes? How can the arts be incorporated into environment based education?
4	What does the environmental action component of EE look like? How do I facilitate a workshop?
5	How can environment based education be implemented? What is the KY Environmental Literacy Plan?

8. Attendance Policy

Due to the compressed timeline and experiential design of this class, daily attendance is required.

UNIVERSITY LEVEL POLICIES

9. Notification of the Last Day to Drop the Course

The last day to drop the course or to withdraw from the University will be included in the class schedule. <http://colonelcompass.eku.edu>

10. Disability Statement

If you are registered with the Office of Services for Individuals with Disabilities (OSID), 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 Whitlock Building Room 361, by email at disserv@eku.edu, or by phone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in an alternative format.

11. Academic Integrity Policy

Students are advised that ECU's Academic Integrity policy will be strictly enforced in this course. The Academic Integrity policy is available at <http://studentrights.eku.edu/academic->

[integrity-policy](#). Questions regarding the policy may be directed to the Office of Academic Integrity located in the Turley House, or contact them by phone at (859) 622-1500.

12. Official Email

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

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 EDU	
<input checked="" type="checkbox"/> Hybrid Course ("S," "W")	*Course Prefix & Number EMS 763	
<input type="checkbox"/> New Minor (Part III)	*Course Title Teaching Environmental Education	
<input type="checkbox"/> Program Suspension (Part III)	*Program Title NA	
<input type="checkbox"/> Program Revision (Part III)	*Provide only the information relevant to the proposal.	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	11/07/2013	Council on Academic Affairs	
College Curriculum Committee		Faculty Senate**	
General Education Committee*	N/A	Board of Regents**	
Teacher Education Committee*		EFFECTIVE ACADEMIC TERM***	
Graduate Council*			

*If Applicable (Type NA if not applicable.)
**Approval needed for program revisions or suspensions.
***To be added by the Registrar's Office after all approval is received.

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

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

Change course level from 800 level to 500/700 level

A. 2. Proposed Effective Academic Term: (Example: Fall 2012)

Fall 2014

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

N/A

B. The justification for this action:

Course level is being changed from 800 to make environmental education courses more accessible to a wider range of students as per KY's Environmental Education Master Plan (KEEC, 2009). Course SLO's and requirements will be changed to reflect the revision. This 700 level course will continue to be an option in the Environmental Education Endorsement program.

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

Personnel Impact: None, since the course has already been taught as an 800 level.

Operating Expenses Impact: None, since the course has already been taught as an 800 level.

Equipment/Physical Facility Needs: None, since the course has already been taught as an 800 level.

Library Resources: None, since the course has already been taught as an 800 level.

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 ~~striethrough~~ for deletions and underlines for additions.
- 24. 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.)
EMS 763 (3) Summer only, Appropriate methods and materials for effective environmental education in a variety of settings

Part III. Recording Data for Revised or Suspended Program

- 15. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
- 16. 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.

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 Academic Term (Example: Fall 2012)	College/Division:	Dept. (4 letters)*
EMS	763	Fall 2014	AS _____ HS _____ BT _____ JS _____ ED <u>X</u> _____ UP _____	CURI
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>3</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)	
B, W, 1	3	N	FR _____ JR _____	
			SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites 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 will not be awarded for both...; or formerly...)

Course Prefix and No.	EMS 863
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements (e.g. – 4B(3) X).

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)
1A (3)	2 (3)	3A (3)	4A (3)	5A (3)	6 (6)
1B (3)		3B (3)	4B (3)	5B (3)	
1C (3)		or 3A/B Integrated A&H(6)	or 4A/B Integrated Sciences(6)		

**The Graduate School
Eastern Kentucky University
Department of Curriculum
Syllabus for EMS 763
Teaching Environmental Education, CRN: XXXXXX**

1. Catalog Course Description

Appropriate methods and materials for effective environmental education in a variety of settings.

2. Texts and Course Materials

Students will be required to obtain texts from instructors.

Western Association of Fish and Wildlife Agencies (U.S.) & Council for Environmental Education. (2002). *Project WILD: K-12 curriculum & activity guide*. Gaithersburg, MD: Project WILD.

American Forest Foundation & Western Regional Environmental Education Council. (2006). *Project learning tree: Environmental education activity guide: Pre K-8*. Washington, DC: American Forest Foundation.

Project WET Foundation. (2011). *Project WET: Curriculum and activity guide 2.0*. Bozeman, Mont: Project WET Foundation.

3. Student Learning Outcomes

The student will be able to:

1. Describe and demonstrate the best teaching practices of environmental education including the use of technology (Graduate SLO 3).
2. Identify, compare, and contrast the roles of major environmental education curriculum upon teaching environmental education (Graduate SLO 1).
3. Locate and use planning and implementation strategies in environmental education (Graduate SLO 4).
4. Demonstrate strategies that recognize the construction of a learning climate, collaboration, and flexibility when teaching environmental education (Graduate SLO 5)
5. Identify, analyze, and implement formal and informal methods for assessing learner and instructional outcomes in environmental education (Graduate SLO 4).
6. Reflect on their ability to implement environment education best practices and create a professional development plan. (Graduate SLO 6)
700 level only
7. Identify, analyze, and evaluate underlying assumptions of arguments present in environmental education research. (Graduate SLO 4)

4. Course Requirements

1. Active class participation: Students will be expected to actively participate in all discussions and activities in class.
2. Field Journal/Notebook: Students will maintain a class notebook that will be checked by instructors daily
3. Environmental Education Professional Growth Plan: Students will develop a plan for professional growth aligned with the NAAEE Preparation of Environmental Educator Guidelines for Excellence.
4. Culminating Activity: Students will develop and teach an environmental education activity to K-12 students. Student work samples and a reflection are required.

700 level only

- Environmental Articles Reviews: Graduate students will review three research based articles relevant to the course.

5. Evaluation Methods

The course grade will be based on an accumulation of points on course requirements.

Class Participation	90 points
Field Journal	100 points
Professional Growth Plan	100 points
Lesson Teaching and Reflection and student work samples	300 points
<u>700 level only</u>	
Environmental Education Article Reviews	<u>150 points</u>
Total	740 points

Grading Scale:

92-100% = A

82- 91% = B

72-81% = C

62-71% = D

Below 62% = F

All learning and assessment tasks will be evaluated through the use of scoring guides.

6. Student Progress

The instructor will provide students with written information on their progress in the course at least once prior to the midpoint of the course through feedback on learning tasks.

7. Course Outline

Note: This course is taught in an intensive five day workshop setting. Students are in class from 8:30 am until 5 pm with two days of extended instruction until 8 pm.

Day	Topic
1	What is Environmental Education? How do people learn?
2	What are the characteristics of effective environmental education curriculum? How can technology be used appropriately for environmental education?
3	How do we manage classes outdoors? What are appropriate ways to teach environment related attitudes? How can the arts be incorporated into environment based education?
4	What does the environmental action component of EE look like? How do I facilitate a workshop?
5	How can environment based education be implemented? What is the KY Environmental Literacy Plan?

8. Attendance Policy

Due to the compressed timeline and experiential design of this class, daily attendance is required.

UNIVERSITY LEVEL POLICIES

9. Notification of the Last Day to Drop the Course

The last day to drop the course or to withdraw from the University will be included in the class schedule. <http://colonelscompass.eku.edu>

10. Disability Statement

If you are registered with the Office of Services for Individuals with Disabilities (OSID), 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 Whitlock Building Room 361, by email at disserv@eku.edu, or by phone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in an alternative format.

11. Academic Integrity Policy

Students are advised that ECU's Academic Integrity policy will be strictly enforced in this course. The Academic Integrity policy is available at <http://studentrights.eku.edu/academic-integrity-policy>. Questions regarding the policy may be directed to the Office of Academic Integrity located in the Turley House, or contact them by phone at (859) 622-1500.

12. Official Email:

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.

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 EDU	
<input checked="" type="checkbox"/> Hybrid Course ("S," "W")	*Course Prefix & Number EMS 565S	
<input type="checkbox"/> New Minor (Part III)	*Course Title Teaching in the Outdoors	
<input type="checkbox"/> Program Suspension (Part III)	*Program Title NA	
<input type="checkbox"/> Program Revision (Part III)	*Provide only the information relevant to the proposal.	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)

Proposal Approved by:	<u>Date</u>	<u>Date</u>
Departmental Committee	11/07/2013	Council on Academic Affairs
College Curriculum Committee		Faculty Senate**
General Education Committee*		Board of Regents**
Teacher Education Committee*	N/A	EFFECTIVE ACADEMIC TERM***
Graduate Council*		

*If Applicable (Type NA if not applicable.)
**Approval needed for program revisions or suspensions.
***To be added by the Registrar's Office after all approval is received.

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

<p>A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) Change course level from 800 level to 500/700 level</p> <p>A. 2. Proposed Effective Academic Term: (Example: Fall 2012) Fall 2014</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) N/A</p>
<p>B. The justification for this action:</p> <p>Course level is being changed from 800 to make environmental education courses more accessible to a wider range of students as per KY's Environmental Education Master Plan (KEEC, 2009). Course SLO's and requirements will be changed to reflect the revision. This 500 level course will become option for the ENV minor.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None, course is already being taught at the 800 level.</p> <p>Operating Expenses Impact: None, course is already being taught at the 800 level.</p> <p>Equipment/Physical Facility Needs: None, course is already being taught at the 800 level.</p> <p>Library Resources: None, course is already being taught at the 800 level.</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.)

- 25. For a new course, provide the catalog text.
- 26. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
- 27. 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.)
EMS 565S (3) Summer only, Basic principles of outdoor teaching will be combined with outdoor skills and an environmental service learning investigation. Due to its content, this will be taught in workshop format during the summer semester.

Part III. Recording Data for Revised or Suspended Program

- 17. For a revised program, provide the current program requirements using ~~striethrough~~ 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.

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 Academic Term (Example: Fall 2012)	College/Division:	Dept. (4 letters)*
EMS	565S	Fall 2014	AS _____ HS _____ BT _____ JS _____ ED <u>X</u> _____ UP _____	CURI
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>3</u>	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only)	
1, S, W	3	N	Class Restriction, if any: (undergraduate only)	
			FR _____	JR <u>X</u> _____
			SO _____	SR <u>X</u> _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites 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 will not be awarded for both...; or formerly...)

Course Prefix and No.	EMS 864S or REC 590 or REC 790
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements (e.g. – 4B(3) X).

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)
1A (3)	2 (3)	3A (3)	4A (3)	5A (3)	6 (6)
1B (3)		3B (3)	4B (3)	5B (3)	
1C (3)		or 3A/B Integrated A&H(6)	or 4A/B Integrated Sciences(6)		

Eastern Kentucky University
Department of Curriculum and Instruction
Syllabus for EMS 565S
Teaching in the Outdoors, CRN: XXXXXX

1. Catalog Course Description

Basic principles of outdoor teaching will be combined with outdoor skills and an environmental service learning investigation. Due to its content, this will be taught in workshop format during the summer semester.

2. Texts and Course Materials

Bunting, C. (2005). *Interdisciplinary Teaching through Outdoor Education*. Champaign, IL: Human Kinetics Publishers

3. Description of the Service Learning Project

Students in this class will be involved in analyzing the environmental issue of water quality in a region that has multi factors impacting water equality including erosion, farming practices and inadequate sewage treatment. We will be working with Kentucky’s Division of Water for this project. Students in this course will be trained to collect water quality data using the Watershed Watch protocols. The students will be required to collect and analyze this data and report it to the Division of Water. This data will be particularly valuable in helping to assess the water quality impact of non point source pollutants such as erosion, straight pipes and fertilizers

4. Student Learning Outcomes

Upon successful completion of this course, the student will be able to:

1. Use the environmental issues investigation process when analyzing the need for a service project.
2. Explain the value of outdoor education
3. Explain the historical roots of outdoor education
4. Demonstrate a variety of outdoor education teaching strategies
5. Demonstrate how to lead a variety of outdoor skills such as camping, hiking and fishing.
6. Describe the value of participating in an environmental service learning project.

5. Course Requirements

1. Daily reflective field journal: Due to the experience nature of this course, students will reflect using specific writing prompts.
2. Participation in all aspects of outdoor skills instruction: Students must attempt all skills throughout the course at the “Challenge by Choice” level.
3. Participation in data collection for service learning project: Water quality data collection within a collaborative group will take place throughout the course. This data has to be recorded in student field journals.
4. Written report for the Division of Water on service learning project findings with analysis and suggestions based on data collected throughout the course.
5. Outdoor Skills Assessment: This is a traditional test covering the specific outdoors skills.

6. Evaluation Methods

Daily reflective field journal—Due last day of class	150 points
Participation in all aspects of outdoor skills instruction—Challenge by Choice	80 points
Participation in data collection for service learning project	80 points
Outdoor Skills Assessment	50 points
Group report to Division of Water	<u>100 points</u>
TOTAL	560 points

The course grade will be based on an accumulation of points on course requirements. Grade equivalent for accumulated points are as follows: 90-100% = A; 80- 89% = B; 70-79% = C; 60-69% = D, <60 = F.

7. Student Progress

The instructor will provide students with written information on their progress in the course at least once prior to the mid-point of the course through feedback on learning tasks.

7. Course Outline

Note: This course is taught in an intensive 9 day workshop format. Students are in class from 8:30 am to 5:00 pm.

Day	Activity
Day 1	Introduction Training in water quality data collection Begin outdoor skills instruction—Team Building
Day 2	Leave No Trace training Water quality data collection Discussions with Division of Water personnel
Day 3	Discussion of philosophy and history of outdoor education Continue outdoor skills instruction—Angling
Day 4	Overnight field trip to Lilley Cornett Woods Appalachian Ecological Research Station Continue outdoor skills instruction—Recreational Tree Climbing Water quality data collection
Day 5	Continue outdoor skills instruction Continue water quality data collection
Day 6	Overnight Field Trip, Daniel Boone National Forest Continue outdoor skills instruction—Rock Climbing
Day 7	Discussion of outdoor skill instruction in K-12 schools Continue outdoor skills instruction--Paddling
Day 8	Water quality data collection in Red River Gorge Continue outdoor skills instruction--Hiking
Day 9	Data report project and reflections for the Division of Water and US Forest Service

8. Attendance Policy

Daily attendance is expected. Absences equating 20% of the class meetings will result in automatic failure. Chronic tardiness will be considered the same as being absent. The student is responsible for presenting adequate reason for absence to the instructor in order to be given opportunity to make up missed work. Adequate reasons include personal illness, death or serious illness in the immediate family or participation in an approved University activity.

UNIVERSITY LEVEL POLICIES

9. Notification of the Last Day to Drop the Course

The last day to drop the course is just prior to the mid-point of the course.

<http://colonelcompass.eku.edu>

Disability Statement:

If you are registered with the Office of Services for Individuals with Disabilities (OSID), 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 Whitlock Building Room 361, by email at disserv@eku.edu, or by phone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in an alternative format.

10. Academic Integrity Policy

Students are advised that ECU's Academic Integrity policy will be strictly enforced in this course. The Academic Integrity policy is available at <http://studentrights.eku.edu/academic-integrity-policy>. Questions regarding the policy may be directed to the Office of Academic Integrity located in the Turley House, or contact them by phone at (859) 622-1500.

11. Official Email

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.

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 College	Curriculum & Instruction EDU
<input checked="" type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	EMS 765S
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title	Teaching in the Outdoors
<input type="checkbox"/> New Minor (Part III)	*Program Title	NA
<input type="checkbox"/> Program Suspension (Part III)		
<input type="checkbox"/> Program Revision (Part III)	*Provide only the information relevant to the proposal.	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)

Proposal Approved by:	<u>Date</u>	<u>Date</u>
Departmental Committee	11/07/2013	Council on Academic Affairs
College Curriculum Committee		Faculty Senate**
General Education Committee*	N/A	Board of Regents**
Teacher Education Committee*		EFFECTIVE ACADEMIC TERM***
Graduate Council*		

*If Applicable (Type NA if not applicable.)
**Approval needed for program revisions or suspensions.
***To be added by the Registrar's Office after all approval is received.

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

<p>A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) Change course from 800 level to 500/700 level</p> <p>A. 2. Proposed Effective Academic Term: (Example: Fall 2012) Fall 2014</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) N/A</p> <hr/> <p>B. The justification for this action: Course level is being changed from 800 to make environmental education courses more accessible to a wider range of students as per KY's Environmental Education Master Plan (KEEC, 2009). Course SLO's and requirements will be changed to reflect the revision. This 700 level course will become option for the Environmental Education Endorsement.</p> <hr/> <p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: None, course is already being taught at the 800 level.</p> <p>Operating Expenses Impact: None, course is already being taught at the 800 level.</p> <p>Equipment/Physical Facility Needs: None, course is already being taught at the 800 level.</p> <p>Library Resources: None, course is already being taught at the 800 level.</p>
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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 ~~striketrough~~ for deletions and underlines for additions.
- 30. 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.)
EMS 765S (3) Summer only, Basic principles of outdoor teaching will be combined with outdoor skills and an environmental service learning investigation. Due to its content, this will be taught in workshop format during the summer semester.

Part III. Recording Data for Revised or Suspended Program

- 19. For a revised program, provide the current program requirements using ~~striketrough~~ for deletions and underlines for additions.
- 20. 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.

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 Academic Term (Example: Fall 2012)	College/Division:	Dept. (4 letters)*
EMS	765S	Fall 2014	AS _____ HS _____ BT _____ JS _____ ED <u>X</u> _____ UP _____	CURI
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>3</u>	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only)	
1, S, W	3	N	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>		
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites 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 will not be awarded for both...; or formerly...)

Course Prefix and No. EMS 864S or REC 590 or REC 790

Course Prefix and No. _____

Course Prefix and No. _____

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements (e.g. – 4B(3) X).

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)
1A (3)	2 (3)	3A (3)	4A (3)	5A (3)	6 (6)
1B (3)		3B (3)	4B (3)	5B (3)	
1C (3)		or 3A/B Integrated A&H(6)	or 4A/B Integrated Sciences(6)		

**The Graduate School
Eastern Kentucky University
Department of Curriculum and Instruction
Syllabus for EMS 765S
Teaching in the Outdoors, CRN: XXXXXX**

1. Catalog Course Description

Basic principles of outdoor teaching will be combined with outdoor skills and an environmental service learning investigation. Due to its content, this will be taught in workshop format during the summer semester.

2. Texts and Course Materials

Bunting, C. (2005). *Interdisciplinary Teaching through Outdoor Education*. Champaign, IL: Human Kinetics Publishers

3. Description of the Service Learning Project

Students in this class will be involved in analyzing the environmental issue of water quality in a region that has multi factors impacting water equality including erosion, farming practices and inadequate sewage treatment. We will be working with Kentucky's Division of Water for this project. Students in this course will be trained to collect water quality data using the Watershed Watch protocols. The students will be required to collect and analyze this data and report it to the Division of Water. This data will be particularly valuable in helping to assess the water quality impact of non-point source pollutants such as erosion, straight pipes and fertilizers.

4. Student Learning Outcomes

Upon successful completion of this course, the student will be able to:

1. Use the environmental issues investigation process when analyzing the need for a service project.
2. Explain the value of outdoor education
3. Explain the historical roots of outdoor education
4. Demonstrate a variety of outdoor education teaching strategies
5. Demonstrate how to lead a variety of outdoor skills such as camping, hiking and fishing.
6. Analyze and explain the value of participating in an environmental service learning project.
(Graduate SLO 4)
7. For 700 level only
8. Apply knowledge of issues evaluation, outdoor education and outdoor skills in creating a plan for an environmental service learning project or outdoor education field trip designed for an appropriate audience. (Graduate SLO 4 & 6)

5. Course Requirements

Daily reflective field journal: Due to the experience nature of this course, students will reflect using specific writing prompts.

Participation in all aspects of outdoor skills instruction: Students must attempt all skills throughout the course at the "Challenge by Choice" level.

Participation in data collection for service learning project: Water quality data collection within a collaborative group will take place throughout the course. This data has to be recorded in student field journals.

Written report for the Division of Water on service learning project findings with analysis and suggestions based on data collected throughout the course. A scoring guide will be provided.

Outdoor Skills Assessment: This is a traditional test covering the specific outdoors skills
700 level only

Final Project: Students will plan either an environmental service learning project or an outdoor education

field trip for an audience appropriate to their major such as K-12 students, visitors at an environmental education center or participants in after school recreation program. A scoring guide will be provided.

6. Evaluation Methods

Daily reflective field journal—due last day of class	150 points
Participation in all aspects of outdoor skills instruction—Challenge by Choice	80 points
Participation in data collection for service learning project	80 points
Outdoor Skills Assessment	50 points
Group report to Division of Water	100 points
<u>700 level only</u>	
Final Project: Environmental Service Learning Plan or Outdoor Education Field Trip Plan	<u>200 points</u>
TOTAL	760 points

The course grade will be based on an accumulation of points on course requirements. Grade equivalent for accumulated points are as follows: 92-100% = A; 83- 91% = B; 74-82% = C; 65-74% = D, <65% = F. Late assignments except for Blackboard postings will be accepted with a deduction of 10% of the total grade for each week it is late.

7. Student Progress

The instructor will provide students with written information on their progress in the course at least once prior to the mid-point of the course through feedback on learning tasks.

12. Course Outline

Note: This course is taught in an intensive 9 day workshop format. Students are in class from 8:30 am to 5:00 pm.

Day	Activity
Day 1	Introduction Training in water quality data collection Begin outdoor skills instruction—Team Building
Day 2	Leave No Trace training Water quality data collection Discussions with Division of Water personnel
Day 3	Discussion of philosophy and history of outdoor education Continue outdoor skills instruction—Angling
Day 4	Overnight field trip to Lilley Cornett Woods Appalachian Ecological Research Station Continue outdoor skills instruction—Recreational Tree Climbing Water quality data collection
Day 5	Continue outdoor skills instruction Continue water quality data collection
Day 6	Overnight Field Trip, Daniel Boone National Forest Continue outdoor skills instruction—Rock Climbing
Day 7	Discussion of outdoor skill instruction in K-12 schools Continue outdoor skills instruction--Paddling
Day 8	Water quality data collection in Red River Gorge Continue outdoor skills instruction--Hiking
Day 9	Data report project and reflections for the Division of Water and US Forest Service

13. Attendance Policy

Daily attendance is expected. Absences equating 20% of the class meetings will result in automatic failure. Chronic tardiness will be considered the same as being absent. The student is responsible for presenting adequate reason for absence to the instructor in order to be given opportunity to make up missed work. Adequate reasons include personal illness, death or serious illness in the immediate family or participation in an approved University activity.

UNIVERSITY LEVEL POLICIES

14. Notification of the Last Day to Drop the Course

The last day to drop the course is just prior to the mid-point of the course.

<http://colonelscompass.eku.edu>

Disability Statement:

If you are registered with the Office of Services for Individuals with Disabilities (OSID), 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 Whitlock Building Room 361, by email at disserv@eku.edu, or by phone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in an alternative format.

15. Academic Integrity Policy

Students are advised that EKU's Academic Integrity policy will be strictly enforced in this course. The Academic Integrity policy is available at <http://studentrights.eku.edu/academic-integrity-policy>. Questions regarding the policy may be directed to the Office of Academic Integrity located in the Turley House, or contact them by phone at (859) 622-1500.

16. Official Email

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

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 College	Educational Leadership & Policy Studies College of Education
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title	Working With College Students
<input type="checkbox"/> New Minor (Part III)	*Program Title	Master of Arts in Student Personnel Services in Higher Education
<input type="checkbox"/> Program Suspension (Part III)		
<input checked="" type="checkbox"/> Program Revision (Part III)	*Provide only the information relevant to the proposal.	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)

Proposal Approved by:	<u>Date</u>	<u>Date</u>
Departmental Committee	10/28/13	Council on Academic Affairs
College Curriculum Committee		Faculty Senate**
General Education Committee*		Board of Regents**
Teacher Education Committee*		EFFECTIVE ACADEMIC TERM***
Graduate Council*		

*If Applicable (Type NA if not applicable.)
**Approval needed for program revisions or suspensions.
***To be added by the Registrar's Office after all approval is received.

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

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)
Add Working with College Students as a required course for Master of Arts in Student Personnel in Higher Education program.

A. 2. Proposed Effective Academic Term: (Example: Fall 2012)
Fall 2014

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

B. The justification for this action:
This course will allow the program to meet Council for the Advancement of Standards for "Masters-Level Student Affairs Professional Preparation Programs"

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

Personnel Impact:
No Change

Operating Expenses Impact:
No Change

Equipment/Physical Facility Needs:
No Change

Library Resources:
No Change

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

New or Revised* Catalog Text

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

REVISE CATALOG

MASTER OF ARTS

Student Personnel Services in Higher Education

CIP Code: 13.0406

I. GENERAL INFORMATION

The Student Personnel Services in Higher Education degree prepares individuals to work in a variety of Student affairs settings in institutions of higher education.

II. ADMISSION REQUIREMENTS

Candidates must meet the admissions requirements of the Graduate School. In addition, candidates must have earned an overall 3.0 undergraduate GPA or a 3.0 in the last 60 hours completed.

If candidates do not have a 3.0 in GPA in their undergraduate degree or in their last 60 hours, then they may submit **scores** on the GRE/MAT which can be considered in granting admission.

Applicants with cumulative undergraduate GPAs of 3.0 or higher, or 3.0 or higher in their last 60 hours of undergraduate work and/or an earned master's degree are exempt from the GRE/MAT requirement.

Core24 ~~27~~ hours

~~EAD 813, 840, 844, 845, 860, 861, 862; 863; EPY 816, 839, 869.~~

Electives.....12 ~~9~~ hours

To be selected with advisor approval.

Exit Requirement.....0 hours

GRD877k or 878t

Total Program Requirements36 hours

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~strikethrough~~ for deletions and underlines for additions.
2. 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.

Revised* Program Text
(*Use ~~strickthrough~~ for deletions and underlines for additions.)

MASTER OF ARTS
Student Personnel Services in Higher Education
CIP Code: 13.0406

I. GENERAL INFORMATION

The Student Personnel Services in Higher Education degree prepares individuals to work in a variety of Student affairs settings in institutions of higher education.

II. ADMISSION REQUIREMENTS

Candidates must meet the admissions requirements of the Graduate School. In addition, candidates must have earned an overall 3.0 undergraduate GPA or a 3.0 in the last 60 hours completed. If candidates do not have a 3.0 in GPA in their undergraduate degree or in their last 60 hours, then they may submit **scores** on the GRE/MAT which can be considered in granting admission. Applicants with cumulative undergraduate GPAs of 3.0 or higher, or 3.0 or higher in their last 60 hours of undergraduate work and/or an earned master's degree are exempt from the GRE/MAT requirement.

Core~~24~~ 27 hours
~~EAD 813, 840, 844, 845, 860, 861, 862;~~863; EPY 816, 839, 869.

Electives.....~~12~~ 9 hours
To be selected with advisor approval.

Exit Requirement.....0 hours
GRD877k or 878t

Total Program Requirements36 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 Academic Term (Example: Fall 2012)	College/Division: AS _____ HS _____ BT _____ JS _____ ED _____ UP _____	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*	Cip Code (first two digits only)	
			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>		
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites 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 will not be awarded for both...; or formerly...)

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

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements (e.g. – 4B(3) X).

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)
1A (3)	2 (3)	3A (3)	4A (3)	5A (3)	6 (6)
1B (3)		3B (3)	4B (3)	5B (3)	
1C (3)		or 3A/B Integrated A&H(6)	or 4A/B Integrated Sciences(6)		

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Validation Tables for Curriculum Changes

(To be used to complete curriculum form.)

Schedule Type		Grading Mode	
0	Independent Lab not linked w/Lecture. Does carry credit hours.	A	Audit
1	Lecture	N	Normal
2	Laboratory that is linked to a section or sections. Does <u>not</u> carry credit hours.	P	Pass/Fail (Normal grading, student chooses pass/fail option)
3	Independent Study-Problems	S	Satisfactory/Unsatisfactory (University chosen option; may not be offered with N or P options)
4	Applied Music	<p>NOTE: Do not forward table with curriculum form.</p> <p>** Co-Requisite: A course, or group of courses, that must be taken simultaneously with another course. Concurrent enrollment is required, a co-requisite cannot be taken prior to or in a later term than its associated course. May or may not have minimum grade specified.</p> <p><i>Example:</i> Course A must be taken during the same term as Course B. Students are required to register for both at the same time. Students who have previously completed the co-requisite course (perhaps as a transfer situation) would require a “co-requisite override” for registration purposes.</p> <p>Prerequisite: A course, or group of courses, and/or minimum test score(s), that must be successfully completed prior to enrollment in the specified course. May or may not have minimum grade specified.</p> <p><i>Example 1:</i> (Course A with a minimum grade of “C” and an ACT score of 28) is required before student may register for Course B.</p> <p><i>Example 2:</i> (Course A) or (Course E) or (Course C and Course D) or (ACT of 35) is required before student may register for Course B.</p> <p>Co-requisite and/or Prerequisite, also know as “Prerequisite with concurrency”: A course or group of courses, and/or minimum test score(s), that may be successfully completed prior to or taken concurrently with the specified course. May or may not have minimum grade specified.</p> <p><i>Example:</i> (Course A with minimum grade of “C”) is required before student may register for Course B. Student may have completed Course A in a prior semester, or student may register for both Course A and Course B and take both concurrently.</p>	
5	Studio Course		
6	PE Activity Course		
8	Special		
9	Thesis		
B	Web Course. Instruction is 100% online. WEB course fact sheet required.		
C	Co-op		
D	Dual Credit for High School. Course meets at high school and is taught <u>only</u> to high school students.		
I	Internship		
L	Lecture with Lab included		
P	Practicum		
R	Correspondence		
S	Satellite TV (SATV)		
T	Interactive Telecourse (ITV)		
V	Mixed ITV – Interactive telecourse and online delivery. Over 50% of course instruction is online. WEB course fact sheet required.		
W	Mixed WEB = Combination of online and other instructional delivery. Over 50% of course instruction is online. WEB course fact sheet required.		

BANNER CODES	NAME OF DEPARTMENT
AAS	College of Arts and Sciences
AFIS	Account, Finance & Information Systems
AGRI	Agriculture
	American Sign Language & Interpreter Education
ANSW	Anthropology, Socio, and Social Work
ARTD	Art & Design
BAT	College of Business & Technology
BIOS	Biological Sciences
CHEM	Chemistry
CJPS	Criminal Justice & Police Studies
COMM	Communication
CORS	Correction & Juvenile Just Studies
COSC	Computer Sciences
CEDL	Counseling & Educational Leadership
	Counseling & Educational Psychology
CURI	Curriculum and Instruction
ECON	Economics
EDU	College of Education
	Educational Leadership & Policy Studies
EHCL	Environmental Health & Clinical Lab
ENTH	English & Theatre
ENM	Enrollment Management Services
ERTH	Earth Sciences
ESSC	Exercise & Sport Science
FCSC	Family and Consumer Sciences
FRLH	Foreign Language & Humanities
GEOL	Geography
GOVN	Government
HIST	History
HPAD	Health Promotion & Administration
HSC	College of Health Sciences
JSA	College of Justice Safety
LPRV	Loss Prevention & Safety
MILS	Military Science
MMAC	Management, Marketing, & Admin Communication
MTST	Mathematics & Statistics
MUSC	Music
NURA	Nursing (Associate)
NURB	Nursing (Baccalaureate & Graduate)
OCCT	Occupational Therapy
PHAS	Physics and Astronomy
PHRE	Philosophy and Religion
PSYC	Psychology
REPA	Recreation & Park Administration
SPED	Special Education
TECH	Technology
WMN	Women's Studies

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 checked="" type="checkbox"/> New Course (Parts II, IV)	College	Education
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	SED 5XX
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title	Family School Partnerships
<input type="checkbox"/> New Minor (Part III)	*Program Title	
<input type="checkbox"/> Program Suspension (Part III)		
<input type="checkbox"/> Program Revision (Part III)	*Provide only the information relevant to the proposal.	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)

Proposal Approved by:	<u>Date</u>	<u>Date</u>
Departmental Committee	11/25/2013	Council on Academic Affairs
College Curriculum Committee		Faculty Senate**
General Education Committee*		Board of Regents**
Teacher Education Committee*		EFFECTIVE ACADEMIC TERM***
Graduate Council*		

*If Applicable (Type NA if not applicable.)
**Approval needed for program revisions or suspensions.
***To be added by the Registrar's Office after all approval is received.

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

<p>A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) Create new course.</p> <p>A. 2. Proposed Effective Academic Term: (Example: Fall 2012) Fall 2014</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: The department is in the process of making the Early Childhood Special Education program amenable to a completer program that will service community college transferring to EKU and revising the current ECSE IECE program. This course will be used in both.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: Existing personnel will teach the new course.</p> <p>Operating Expenses Impact:</p> <p>Equipment/Physical Facility Needs:</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.)

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* Catalog Text

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

SED 5XX-Family School Partnerships

The needs of families related to family-school interactions, the impact of family variability on home-school collaboration, and effective methods of collaborating with families of children with disabilities.

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
2. 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.

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 Academic Term (Example: Fall 2012)	College/Division:	Dept. (4 letters)*
SED	5XX	Fall 2014	AS _____ HS _____ BT _____ JS _____ ED X _____ UP _____	SPED
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture 3 _____	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1, W, B	3	N	FR _____	JR X _____
			SO _____	SR X _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites 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 will not be awarded for both...; or formerly...)

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

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements (e.g. – 4B(3) X).

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)
1A (3)	2 (3)	3A (3)	4A (3)	5A (3)	6 (6)
1B (3)		3B (3)	4B (3)	5B (3)	
1C (3)		or 3A/B Integrated A&H(6)	or 4A/B Integrated Sciences(6)		

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

<input type="checkbox"/> (Check one)	Department Name	Special Education
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Education
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	SED 7XX
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title	Family School Partnerships
<input type="checkbox"/> New Minor (Part III)	*Program Title	
<input type="checkbox"/> Program Suspension (Part III)		
<input type="checkbox"/> Program Revision (Part III)	*Provide only the information relevant to the proposal.	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)

Proposal Approved by:	<u>Date</u>	<u>Date</u>
Departmental Committee	11/25/2013	Council on Academic Affairs
College Curriculum Committee		Faculty Senate**
General Education Committee*		Board of Regents**
Teacher Education Committee*		EFFECTIVE ACADEMIC TERM***
Graduate Council*		

*If Applicable (Type NA if not applicable.)
**Approval needed for program revisions or suspensions.
***To be added by the Registrar's Office after all approval is received.

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

<p>A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) Create new course.</p> <p>A. 2. Proposed Effective Academic Term: (Example: Fall 2012) Fall 2014</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: The department is in the process of making the Early Childhood Special Education program amenable to a completer program that will service community college transferring to EKU and revising the current ECSE IECE program. This course will be used in both.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: Existing personnel will teach the new course.</p> <p>Operating Expenses Impact: No additional.</p> <p>Equipment/Physical Facility Needs: No additional.</p> <p>Library Resources: No additional</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.)

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

SED 7XX-Family School Partnerships

The needs of families related to family-school interactions, the impact of family variability on home-school collaboration, and effective methods of collaborating with families of children with disabilities.

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~strickthrough~~ for deletions and underlines for additions.
2. 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.

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 Academic Term (Example: Fall 2012)	College/Division:	Dept. (4 letters)*
SED	7XX	Fall 2014	AS _____ HS _____ BT _____ JS _____ ED X _____ UP _____	SPED
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture 3 _____	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1, W, B	3	N	FR _____	JR X _____
			SO _____	SR X _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites 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 will not be awarded for both...; or formerly...)

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

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements (e.g. – 4B(3) X).

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)
1A (3)	2 (3)	3A (3)	4A (3)	5A (3)	6 (6)
1B (3)		3B (3)	4B (3)	5B (3)	
1C (3)		or 3A/B Integrated A&H(6)	or 4A/B Integrated Sciences(6)		

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Eastern Kentucky University
Department of Special Education
SED 5XX: Family School Partnerships CRN:
(3 credit hours)
Semester/Year

A. COURSE DESCRIPTION

The needs of families related to family-school interactions, the impact of family variability on home-school collaboration, and effective methods of collaborating with families of children with disabilities.

B. TEXT

Sileo, N.M. & Prater, M.A. (2012). *Working with Families of Children with Special Needs: Family and Professional Partnerships and Roles*, Pearson, Upper Saddle River, NJ.

C. STUDENT LEARNING OUTCOMES

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

1. Identify legal foundations of family involvement in special education programs.
2. Analyze the impact of family involvement in intervention on children's learning and development.
3. Recognize challenges faced by families of children with disabilities.
4. Critique the impact of culture, family structure, and socioeconomic status on family involvement in a child's education/intervention program.
5. Demonstrate culturally sensitive strategies for working with families of children with disabilities
6. Effectively communicate with families of children with disabilities from different backgrounds and social contexts
7. Apply adult learning principles in interactions with families.
8. Identify personal areas for growth in family interactions.

D. EVALUATION METHODS

SED 5XX

Video Review/Reflection	30 points
Communication Tool Development	30 points
Teacher/Administrator/Provider Interview	30 points
Annotated Bibliography	50 points
Total Points Possible	140 points

Grading Scale:

Grades will be based on the percentage of points earned from the total.

A: 100-90%; B: 89-80%; C: 79-70%; D: 69-60%; F: below 59%

E. STUDENT PROGRESS

All grades will be posted on Blackboard, so that you can monitor your own progress. Mid-term grades will be posted on Banner per university policy.

F. ATTENDANCE POLICY

Class attendance is expected. Consistently arriving on time, being regularly attentive in class and staying until each class meeting is concluded are components of attendance. Coming to class late and leaving class early may be counted as absences. Missing 20% or more of class meetings may result in failure of the course. For this class, 3 missed classes are equal to 20%. You are responsible for providing a reason for absences in order to be given

the 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 or professional activity.

G. LAST DAY TO WITHDRAW FROM COURSE: See Colonel's Compass

H. UNIVERSITY DISABILITY STATEMENT

A student with a "disability" may be an individual with a physical or mental impairment that substantially limits one or more major life activities such as learning, seeing or hearing. Additionally, pregnancy or a related medical condition that causes a similar substantial limitation may also be considered a disability under the ADA. If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the office on the third floor of the Student Services Building by email at disserv@eku.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in alternative forms.

I. ACADEMIC INTEGRITY POLICY

Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at <http://www.academicintegrity.eku.edu>. Questions regarding the policy may be directed to the Office of Academic Integrity.

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

K. COURSE REQUIREMENTS

Class attendance is required, except in cases of significant illness or family emergency. If you are sick or unable to attend class please notify me in advance. *Missing part or all of class may be considered an unexcused absence.*

In addition to attending class, you will be required to complete out-of-class assignments. All assignments must be typed unless otherwise stated. Grades on written assignments will be based on 1) the completeness and accuracy of your information, 2) the soundness and creativity of your ideas, and 3) organization, grammar, and professional writing style.

Specific course requirements are discussed below:

Video Review/Reflection: You will watch a video interview with the family of a child with disabilities. You will write a review of the video focusing on the family's needs and challenges associated with home school partnerships, education, and intervention. You will also write a reflection addressing how you might address the family's needs and challenges. (30 points)

Communication Tool Development: You will develop a communication tool to be used with families. The tool will be culturally appropriate, interactive (gathering as well as providing information), include adult learning principles, and will be useful for families from a variety of backgrounds and abilities.(30 points)

Teacher/Administrator/Provider Interview: You will conduct an interview with a teacher, school/program administrator, or intervention provider. You will determine methods used for communicating with families and challenges associated with these communications and write a reflection based on the information gathered. (30 points)

Annotated Bibliography: You develop an annotated bibliography with at least 5 sources related to the impact of family involvement in education/intervention on a child's learning/development. The sources must be recent (within the last five years) articles from peer-reviewed, scholarly journals. You are expected to show careful thought, quality effort and do all of the following:

- a) create an APA citation of each resource
- b) summarize the information contained in each resource

- c) evaluate each resource and compare it to the other resources in your bibliography
- d) discuss how each resource shapes your understanding of the topic and how you can use it in your work with families (30 points).

L. COURSE OUTLINE

The following topics will be addressed

Week 1: Overview of historical and legal foundations of family involvement in special education.

Week 2-3: Current perspectives on family involvement in education

Week 4: Characteristics and roles of family members

Week 5: Impact of disability on the family

Week 6-7: Understanding the family perspective

Week 8: Adult learning principles

Week 9-11: Communicating and collaborating with families

Week 12: Family diversity

Week 13: Cultural competence in working with families

Week 14-16 Creating family centered programs/interventions

Eastern Kentucky University
Department of Special Education
SED 7XX: Family School Partnerships CRN:
(3 credit hours)
Semester/Year

A. COURSE DESCRIPTION

The needs of families related to family-school interactions, the impact of family variability on home-school collaboration, and effective methods of collaborating with families of children with disabilities.

B. TEXT

Sileo, N.M. & Prater, M.A. (2012). *Working with Families of Children with Special Needs: Family and Professional Partnerships and Roles*, Pearson, Upper Saddle River, NJ.

C. STUDENT LEARNING OUTCOMES

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

1. Identify legal foundations of family involvement in special education programs.
2. Analyze the impact of family involvement in intervention on children's learning and development.
3. Recognize challenges faced by families of children with disabilities.
4. Critique the impact of culture, family structure, and socioeconomic status on family involvement in a child's education/intervention program.
5. Demonstrate culturally sensitive strategies for working with families of children with disabilities
6. Effectively communicate with families of children with disabilities from different backgrounds and social contexts
7. Apply adult learning principles in interactions with families.
8. Identify personal areas for growth in family interactions.
9. Evaluate research related to family involvement and adult learning principles.
10. Demonstrate professional presentation skills.

D. EVALUATION METHODS

SED 7XX

Video Review/Reflection	30 points
Communication Tool Development	30 points
Teacher/Administrator/Provider Interview	30 points
Annotated Bibliography	50 points
Research Paper	30 points
Professional Presentation	30 points
Total Points Possible	200 points

Grading Scale:

Grades will be based on the percentage of points earned from the total.

A: 100-90%; B: 89-80%; C: 79-70%; D: 69-60%; F: below 59%

E. STUDENT PROGRESS

All grades will be posted on Blackboard, so that you can monitor your own progress. Mid-term grades will be posted on Banner per university policy.

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G. LAST DAY TO WITHDRAW FROM COURSE: See Colonel's Compass

H. UNIVERSITY DISABILITY STATEMENT

A student with a "disability" may be an individual with a physical or mental impairment that substantially limits one or more major life activities such as learning, seeing or hearing. Additionally, pregnancy or a related medical condition that causes a similar substantial limitation may also be considered a disability under the ADA.

If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the office on the third floor of the Student Services Building by email at disserv@eku.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in alternative forms.

I. ACADEMIC INTEGRITY POLICY

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

K. COURSE REQUIREMENTS

Class attendance is required, except in cases of significant illness or family emergency. If you are sick or unable to attend class please notify me in advance. *Missing part or all of class may be considered an unexcused absence.*

In addition to attending class, you will be required to complete out-of-class assignments. All assignments must be typed unless otherwise stated. Grades on written assignments will be based on 1) the completeness and accuracy of your information, 2) the soundness and creativity of your ideas, and 3) organization, grammar, and professional writing style.

Specific course requirements are discussed below:

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Teacher/Administrator/Provider Interview: You will conduct an interview with a teacher, school/program administrator, or intervention provider. You will determine methods used for communicating with families and challenges associated with these communications and write a reflection based on the information gathered. (30 points)

Annotated Bibliography: You develop an annotated bibliography with at least 5 sources related to the impact of family involvement in education/intervention on a child's learning/development. The sources

must be recent (within the last five years) articles from peer-reviewed, scholarly journals. You are expected to show careful thought, quality effort and do all of the following:

- a) create an APA citation of each resource
- b) summarize the information contained in each resource
- c) evaluate each resource and compare it to the other resources in your bibliography
- d) discuss how each resource shapes your understanding of the topic and how you can use it in your work with families (30 points).

Research paper: You will write a 5 - 7 page research paper related to family involvement in education/intervention. The paper will be written following APA (5th edition) guidelines and must include five current (within 5 years) resources from research-based journals. (30 points)

Professional Presentation: You will develop and perform a 10 to 15 minute presentation on the research completed for the research paper. You are expected to provide quality information and handouts for class members.

L. COURSE OUTLINE

The following topics will be addressed

The following topics will be addressed

Week 1: Overview of historical and legal foundations of family involvement in special education.

Week 2-3: Current perspectives on family involvement in education

Week 4: Characteristics and roles of family members

Week 5: Impact of disability on the family

Week 6-7: Understanding the family perspective

Week 8: Adult learning principles

Week 9-11: Communicating and collaborating with families

Week 12: Family diversity

Week 13: Cultural competence in working with families

Week 14-16 Creating family centered programs/interventions

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 checked="" type="checkbox"/> New Course (Parts II, IV)	College	Education
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	SED 5YY
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title	Technology/Strategies for MSD
<input type="checkbox"/> New Minor (Part III)	*Program Title	
<input type="checkbox"/> Program Suspension (Part III)		
<input type="checkbox"/> Program Revision (Part III)	*Provide only the information relevant to the proposal.	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)

Proposal Approved by:	<u>Date</u>	<u>Date</u>
Departmental Committee	11/25/2013	Council on Academic Affairs
College Curriculum Committee		Faculty Senate**
General Education Committee*		Board of Regents**
Teacher Education Committee*		EFFECTIVE ACADEMIC TERM***
Graduate Council*		

*If Applicable (Type NA if not applicable.)
**Approval needed for program revisions or suspensions.
***To be added by the Registrar's Office after all approval is received.

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

<p>A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) Create new course.</p> <p>A. 2. Proposed Effective Academic Term: (Example: Fall 2012) Fall 2014</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: The department is in the process of making the Early Childhood Special Education program amenable to a completer program that will service community college transferring to EKU and revising the current ECSE IECE program. This course will be used in both.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: Existing personnel will teach the new course.</p> <p>Operating Expenses Impact:</p> <p>Equipment/Physical Facility Needs:</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.)

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

SED 5YY Technology/Strategies for MSD

The implementation of computer technology and assistive/adaptive devices and strategies for students with multiple and severe disabilities including dual sensory. The use of Milieu language strategies and symbolic/non-symbolic communication in natural environments and daily routines.

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~striketrough~~ for deletions and underlines for additions.
2. 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.

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 Academic Term (Example: Fall 2012)	College/Division:	Dept. (4 letters)*
SED	5YY	Fall 2014	AS _____ HS _____ BT _____ JS _____ ED <u>X</u> _____ UP _____	SPED
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>3</u>	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1, W, B	3	N	FR _____	JR <u>X</u>
			SO _____	SR <u>X</u>
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites 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 will not be awarded for both...; or formerly...)

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

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements (e.g. – 4B(3) X).

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)
1A (3)	2 (3)	3A (3)	4A (3)	5A (3)	6 (6)
1B (3)		3B (3)	4B (3)	5B (3)	
1C (3)		or 3A/B Integrated A&H(6)	or 4A/B Integrated Sciences(6)		

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

<input type="checkbox"/> (Check one)	Department Name	Special Education
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Education
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	SED 7YY
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title	Technology/Strategies for MSD
<input type="checkbox"/> New Minor (Part III)	*Program Title	
<input type="checkbox"/> Program Suspension (Part III)		
<input type="checkbox"/> Program Revision (Part III)	*Provide only the information relevant to the proposal.	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)

Proposal Approved by:	<u>Date</u>	<u>Date</u>
Departmental Committee	11/25/2013	Council on Academic Affairs
College Curriculum Committee		Faculty Senate**
General Education Committee*		Board of Regents**
Teacher Education Committee*		EFFECTIVE ACADEMIC TERM***
Graduate Council*		

*If Applicable (Type NA if not applicable.)
**Approval needed for program revisions or suspensions.
***To be added by the Registrar's Office after all approval is received.

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

<p>A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.) Create new course.</p> <p>A. 2. Proposed Effective Academic Term: (Example: Fall 2012) Fall 2014</p> <p>A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)</p>
<p>B. The justification for this action: The department is in the process of making the Early Childhood Special Education program amenable to a completer program that will service community college transferring to EKU and revising the current ECSE IECE program. This course will be used in both.</p>
<p>C. The projected cost (or savings) of this proposal is as follows:</p> <p>Personnel Impact: Existing personnel will teach the new course.</p> <p>Operating Expenses Impact:</p> <p>Equipment/Physical Facility Needs:</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.)

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* Catalog Text

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

SED 7YY-Technology/Strategies for MSD

The implementation of computer technology and assistive/adaptive devices and strategies for students with multiple and severe disabilities including dual sensory. The use of Milieu language strategies and symbolic/ non-symbolic communication in natural environments and daily routines.

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
2. 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.

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 Academic Term (Example: Fall 2012)	College/Division:	Dept. (4 letters)*
SED	7YY	Fall 2014	AS _____ HS _____ BT _____ JS _____ ED X _____ UP _____	SPED
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture 3 _____	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only)	
1, W, B		N	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>		
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

CoRequisites 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 will not be awarded for both...; or formerly...)

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

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements (e.g. – 4B(3) X).

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)
1A (3)	2 (3)	3A (3)	4A (3)	5A (3)	6 (6)
1B (3)		3B (3)	4B (3)	5B (3)	
1C (3)		or 3A/B Integrated A&H(6)	or 4A/B Integrated Sciences(6)		

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Eastern Kentucky University
Department of Special Education
SED 5YY: Technology/Strategies for MSD CRN:
(3 credit hours)
Semester/Year

+

A. COURSE DESCRIPTION

The implementation of computer technology and assistive/adaptive devices and strategies for students with multiple and severe disabilities. The use of Milieu language strategies, and symbolic and non-symbolic communication in natural environments and daily routines.

B. TEXT

C. Snell, M.E. & Brown, F. (2011). *Instruction of Students with Severe Disabilities, 7th edition*, Pearson, Upper Saddle River, NJ.

D. STUDENT LEARNING OUTCOMES

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

1. Identify and discuss the physical and medical, educational, and social/emotional needs of learners with multiple and severe disabilities
2. Demonstrate strategies for supporting development of basic critical skills for students with multiple and severe disabilities.
3. Identify priority learning outcomes related to functional activities for a child who has severe/multiple disabilities.
4. Develop a functional curriculum for children with severe/multiple disabilities in natural environments / Least Restrictive Environment.
5. Acquire information on assistive technology for computer access, daily living activities, and communication
6. Apply standard positioning and positioning modifications for student using assistive devices
7. Choose, design, and make switches for a variety of functional purposes.
8. Adapt materials for use by students with severe/multiple disabilities.

E. EVALUATION METHODS

SED 5YY

Learning Environment Analysis	30 points
Technology Integration Plan	30 points
Integrated Instructional Activity	30 points
Activity Based Matrices	30 points
Total Points Possible	120 points

Grading Scale:

Grades will be based on the percentage of points earned from the total.

A: 100-90%; B: 89-80%; C: 79-70%; D: 69-60%; F: below 59%

F. STUDENT PROGRESS

All grades will be posted on Blackboard, so that you can monitor your own progress. Mid-term grades will be posted on Banner per university policy.

G. ATTENDANCE POLICY

Class attendance is expected. Consistently arriving on time, being regularly attentive in class and staying until each class meeting is concluded are components of attendance. Coming to class late and leaving class early may be counted as absences. Missing 20% or more of class meetings may result in failure of the course. For this class, 3 missed classes are equal to 20%. You are responsible for providing a reason for absences in order to be given the 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 or professional activity.

H. LAST DAY TO WITHDRAW FROM COURSE: See Colonel's Compass

I. UNIVERSITY DISABILITY STATEMENT

A student with a "disability" may be an individual with a physical or mental impairment that substantially limits one or more major life activities such as learning, seeing or hearing. Additionally, pregnancy or a related medical condition that causes a similar substantial limitation may also be considered a disability under the ADA.

If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the office on the third floor of the Student Services Building by email at disserv@eku.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in alternative forms.

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

K. ACADEMIC INTEGRITY POLICY

Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at <http://www.academicintegrity.eku.edu>. Questions regarding the policy may be directed to the Office of Academic Integrity.

L. COURSE REQUIREMENTS

Class attendance is required, except in cases of significant illness or family emergency. If you are sick or unable to attend class please notify me in advance. *Missing part or all of class may be considered an unexcused absence.*

In addition to attending class, you will be required to complete out-of-class assignments. All assignments must be typed unless otherwise stated. Grades on written assignments will be based on 1) the completeness and accuracy of your information, 2) the soundness and creativity of your ideas, and 3) organization, grammar, and professional writing style.

Specific course requirements are discussed below:

Learning Environment Analysis: Given an instructional setting for students with severe/multiple disabilities, you will critique the setting and suggest modifications to the schedule and environment to align with best practices. (30 points)

Technology Integration Plan: Given a case study of a student with severe/multiple disabilities, you will develop a plan to integrate instructional and assistive technology into the student's program. (30 points)

Integrated Instructional Activity: Given a case study of a student with severe/multiple disabilities, you will an integrated activity to teach multiple learning objectives, outlining methods and materials appropriate to the student and promoting access to the natural environment/least restrictive environment. (30 points)

Activity Based Matrices: Given a case study of a student with severe/multiple disabilities, you will develop an Activity-Based matrix addressing the needs of the child and the embedded learning opportunities within a daily routine

M. COURSE OUTLINE

The following topics will be addressed

Week 1: Overview of students with multiple/severe disabilities

Week 2: Collaboration with families

Week 3: Teaming with other professionals

Week 4-5: Assessment for instructional planning

Week 6-7: Teaching strategies for students with severe/multiple disabilities

Week 8: Learning environments for students with severe/multiple disabilities

Week 9: Inclusion in the natural environment/least restrictive environment

Week 10: Technology for instruction

Week 11: Prioritizing skill development

Week 12: Functional learning activities

Week 13: Meaningful assessment of instruction

Week 14: Supporting peer relationships

Week 15-16: Legal/ethical/social/cultural issues in instruction

Eastern Kentucky University
Department of Special Education
SED 7YY: Technology/Strategies for MSD CRN:
(3 credit hours)
Semester/Year

A. COURSE DESCRIPTION

The implementation of computer technology and assistive/adaptive devices and strategies for students with multiple and severe disabilities. The use of Milieu language strategies, and symbolic and non-symbolic communication in natural environments and daily routines.

B. TEXT

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D. STUDENT LEARNING OUTCOMES

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

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2. Demonstrate strategies for supporting development of basic critical skills for students with multiple and severe disabilities.
3. Identify priority learning outcomes related to functional activities for a child who has severe/multiple disabilities.
4. Develop a functional curriculum for children with severe/multiple disabilities in natural environments / Least Restrictive Environment.
5. Acquire information on assistive technology for computer access, daily living activities, and communication
6. Apply standard positioning and positioning modifications for student using assistive devices
7. Choose, design, and make switches for a variety of functional purposes.
8. Adapt materials for use by students with severe/multiple disabilities.
9. Identify research related to best practices in teaching student with multiple and severe disabilities.
10. Assess individual needs related to providing instruction to students with severe/multiple disabilities.

E. EVALUATION METHODS

SED 7YY

Learning Environment Analysis	30 points
Technology Integration Plan	30 points
Integrated Instructional Activity	30 points
Activity Based Matrices	30 points
Research Paper	40 points
Personal Reflection	20 points
Total Points Possible	180 points

Grading Scale:

Grades will be based on the percentage of points earned from the total.

A: 100-90%; B: 89-80%; C: 79-70%; D: 69-60%; F: below 59%

F. STUDENT PROGRESS

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Technology Integration Plan: Given a case study of a student with severe/multiple disabilities, you will develop a plan to integrate instructional and assistive technology into the student's program. (30 points)

Integrated Instructional Activity: Given a case study of a student with severe/multiple disabilities, you will an integrated activity to teach multiple learning objectives, outlining methods and materials appropriate to the student and promoting access to the natural environment/least restrictive environment. (30 points)

Activity Based Matrices: Given a case study of a student with severe/multiple disabilities, you will develop an Activity-Based matrix addressing the needs of the child and the embedded learning opportunities within a daily routine

Research paper: You will write a 5 - 7 page research paper related to teaching students with severe/multiple disabilities. The paper will be written following APA (5th edition) guidelines and must include five current (within 5 years) resources from research-based journals. (40 points)

Personal Reflection: You will evaluate your own personal abilities in terms of meeting the instructional needs of students with severe/multiple disabilities and develop a professional growth plan to address your needs. (20 points)

M. COURSE OUTLINE

The following topics will be addressed

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Week 1: Overview of students with multiple/severe disabilities

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Week 3: Teaming with other professionals

Week 4-5: Assessment for instructional planning

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