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

Part I

(Check one)	Department Name	Curriculum & Instruction
___ New Course (Parts II, IV)	College	Education
X Course Revision (Parts II, IV)	*Course Prefix & Number	EME 439
___ Course Dropped (Part II)	*Course Title (30 characters)	Teaching Art P-8
___ New Program (Part III)	*Program Title	
___ Program Revision (Part III)		(Major ___, Option ___; Minor ___; or Certificate ___)
___ Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	Date		Date
Departmental Committee	8-24-06	Graduate Council*	
Is this a SACS Substantive Change? **Yes****** [ ] **No** [X]		Council on Academic Affairs	
College Curriculum Committee	10/03/2006	Approved _____ Disapproved _____	
General Education Committee*		Faculty Senate**	
Teacher Education Committee*		Board of Regents**	
		Council on Postsecondary Edu.***	

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

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

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

To change the course number from EME 439 to EME 361.

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

Spring 2007

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

B. The justification for this action:

Currently EME 439 and ELE 361 are cross listed courses. The new number, EME 361, will more accurately reflect the level and connection with its companion course (ELE 361).

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

Personnel Impact:

No cost.

Operating Expenses Impact:

No cost.

Equipment/Physical Facility Needs:

No cost.

Library Resources:

None required.

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 <u>underlines</u> for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text
(*Use ~~strikethrough~~ for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)
EME ~~439~~ <u>361</u> Teaching Art P-8. (3) I. Prerequisite: major in art. Developmentally appropriate curriculum, materials, and methods for the P-8 Art Program. Minimum of 20 field/clinical hours.

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

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

New or Revised* Program Text
(*Use ~~strikethrough~~ for deletions and <u>underlines</u> for additions.)

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
	361	Spring 2007	AS ___ JS ___ BT ___ EM ___ ED X PC ___ HS ___	CURI

Credit Hrs.	Weekly Contact Hrs.			Repeatable Maximum No. of Hrs. _____
	Lecture ___	Laboratory ___	Other ___	Cip Code (first two digits only)

Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)
			FR ___ JR ___
			SO ___ SR ___
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	**FOR BANNER USE ONLY**
		Thesis ___	Date of data entry _____
		Internship ___	
		Independent Study ___	Data entry person _____
		Practicum ___	

Co-Requisites and Prerequisites   **See definitions on following page**
Co-Requisite(s):   (List only co-requisites. See below for prerequisites and combinations.)
Course Prefix and No.
Course Prefix and No.
Prerequisite(s): (List prerequisites only. List combinations below. Use **"and"** and **"or"** literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D ˉ.)
Course Prefix and No.

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

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

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

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

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

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

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

NOTE: Do not forward validation tables with curriculum form

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

Part I

(Check one)	Department Name	Curriculum & Instruction
New Course (Parts II, IV)	College	Education
X Course Revision (Parts II, IV)	*Course Prefix & Number	EME 439 (old name) EME 361 (new name)
Course Dropped (Part II)	*Course Title (30 characters)	Teaching Art P-8
New Program (Part III)	*Program Title	
Program Revision (Part III)		(Major ___, Option ___; Minor ___; or Certificate ___)
Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	Date		Date
Departmental Committee	9-14-06	Graduate Council*	
Is this a SACS Substantive Change? **Yes****** [ ] **No** [X]		Council on Academic Affairs	
College Curriculum Committee	10/03/2006	Approved ____ Disapproved ____	
General Education Committee*		Faculty Senate**	
Teacher Education Committee*		Board of Regents**	
		Council on Postsecondary Edu.***	

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

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

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

To remove the pre-requisite of Admission to the Teacher Education Program

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

Spring 2007

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

B. The justification for this action:

The current pre-requisite results in most Art Education Majors taking EME 439 (old name)/EME 361 (new name) during the final semester of classes (before student teaching as a senior). Students will benefit from being permitted to take this class earlier in their program. Removing this pre-requisite will allow students more flexibility in scheduling, and will enable an Art Education Major to enroll in an Art Education course before the Senior Year (when they take their only other required Art Education courses). The new number more accurately reflects the content/level of the course.

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

Personnel Impact:

No cost.

Operating Expenses Impact:

No cost.

Equipment/Physical Facility Needs:

No cost.

Library Resources:

4

None required.

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 ~~strikethrough~~ for deletions and <u>underlines</u> for additions. 6. For a dropped course, provide the current catalog text.
New or Revised* Catalog Text (*Use ~~strikethrough~~ for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.) EME 361 Teaching Art P-8. (3) I. Prerequisites: ~~Admission to professional education,~~ major in art. Developmentally appropriate curriculum, materials, and methods for the P-8 Art program. Minimum of 20 field/clinical hours.

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

4. For a new program, provide the catalog description as being proposed. 5. For a revised program, provide the current program requirements using ~~strikethrough~~ for deletions and *underlines* for additions. 6. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.
New or Revised* Program Text (*Use ~~strikethrough~~ for deletions and <u>underlines</u> for additions.)

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
EME	361	Spring 2007	AS ___ JS ___ BT ___ EM ___ ED X PC ___ HS	CURI

Credit Hrs.	Weekly Contact Hrs.	Repeatable Maximum No. of Hrs. 0
3	Lecture ___ Laboratory x ___ Other ___	Cip Code (first two digits only)

Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)
1	3 hours	Normal	FR _____ JR _____ SO _____ SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	**FOR BANNER USE ONLY**
		Thesis _____	Date of data entry _____
		Internship _____	
		Independent Study _____	Data entry person _____
		Practicum _____	

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

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

Part I

(Check one)	Department Name	Curriculum & Instruction
___ New Course (Parts II, IV)	College	College of Education
___ Course Revision (Parts II, IV)	*Course Prefix & Number	
___ Course Dropped (Part II)	*Course Title (30 characters)	
X New Program (Part III)	*Program Title	Endorsement in Literacy Coaching
___ Program Revision (Part III)		(Major ___, Option _X_; Minor ___; or Certificate _x_)
___ Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	Date		Date
Departmental Committee	9/14/06	Graduate Council*	
Is this a SACS Substantive Change? **Yes****** ☐ **No** ☐		Council on Academic Affairs	
College Curriculum Committee	10/3/06	Approved ____ Disapproved ____	
General Education Committee*		Faculty Senate**	
Teacher Education Committee*		Board of Regents**	
		Council on Postsecondary Edu.***	

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

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

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

To establish a Rank I option in Literacy Coaching.

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

Spring 2007

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

B. The justification for this action:

EKU has been awarded, and has accepted a grant from the KY Department of Education / Collaborative Center for Literacy Development to participate in a statewide network of the Adolescent Literacy Coaching Project. The purpose of this project is to provide a program of study leading to a potential endorsement in Literacy Coaching. It is the expectation of the program, approved by the KY General Assembly (House Bill 93) in Spring 2006, that all partners will establish this specialty as part of a Rank I or as a separate certificate endorsement. This effort is expected to enhance teacher quality while improving reading and literacy achievement for Kentucky's children. Literacy coaches support teachers by identifying resources, assisting in lesson planning, modeling effective literacy instruction, facilitating school-wide literacy planning, and organizing small and large group professional development. Literacy coaches are different from reading / writing specialists, as their work is to support and provide assistance to instructional staff, not provide direct services to children. They are different from principals and central office staff as they do not serve in a supervisory role. These individuals are specialized teacher leaders.

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

Personnel Impact: Released time is currently provided through the grant which will continue for two years (through July 2008). After that time, should funding cease, the program will be self-sustaining.

Operating Expenses Impact: None

Equipment/Physical Facility Needs: None beyond a typical graduate course.

Library Resources: None beyond a typical graduate course.

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

7. For a new course, provide the catalog text.
8. For a revised course, provide the current catalog text with the proposed text using ~~strikethrough~~ for deletions and <u>underlines</u> for additions.
9. For a dropped course, provide the current catalog text.

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

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

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

New or Revised* Program Text
(*Use ~~strikethrough~~ for deletions and <u>underlines</u> for additions.)

<u>The Literacy Coaching Endorsement</u>

<u>This program is designed for teachers in grades 4-12 and leads to a Literacy Coaching Endorsement. Students entering the program must have obtained at least a Master's Degree with an emphasis in one or two content areas. In addition, applicants must document experience and/or personal qualities that predict success in: Serving in a leadership role, collaborating with others, coaching others with various levels of experience and knowledge, excellent communications skills, and a commitment to ongoing professional development.</u>

<u>The Literacy Coaching Endorsement is designed for individuals who already hold a teaching certificate and Master's Degree to add an additional specialty as part of a Rank I or as an additional certificate endorsement to a Rank I. Requirements are outlined below:</u>

<u>EMS 870   Introduction to Literacy Coaching (3 hours)</u>
<u>EMS 871   Practicum in Literacy Coaching (3 hours)</u>
<u>EMS 889 Capstone Seminar in Literacy Coaching (3 hours)</u>
<u>One course chosen with advisor approval to complete the option from: EMG 806, ESE 774, EMS 850, EME 873, EME 868 or EMS 875 (3 hours)</u>

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
			AS ____ JS ____ BT ____ EM ____ ED ____ PC ____ HS ____	

Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. ____
	Lecture ____ Laboratory ____ Other ____		Cip Code (first two digits only)

Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)
			FR _____ JR _____ SO _____ SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	**FOR BANNER USE ONLY**
		Thesis ____	Date of data entry ____
		Internship ____	
		Independent Study ____	Data entry person ____
		Practicum ____	

<div style="background:black;color:white;text-align:center">

<u>Co-Requisites and Prerequisites</u>   **See definitions on following page**

</div>

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 ˉ.)

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

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

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

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

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

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

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

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

Part I

(Check one)	Department Name	Curriculum & Instruction
X New Course (Parts II, IV)	College	College of Education
Course Revision (Parts II, IV)	*Course Prefix & Number	EMS 870
Course Dropped (Part II)	*Course Title (30 characters)	Introduction to Literacy Coaching
New Program (Part III)	*Program Title	
Program Revision (Part III)		(Major ___, Option ___; Minor ___; or Certificate _x_)
Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	Date		Date
Departmental Committee	9/14/06	Graduate Council*	
Is this a SACS Substantive Change? **Yes****** ☐ **No** ☐		Council on Academic Affairs	
College Curriculum Committee	10/03/06	Approved _____ Disapproved _____	
General Education Committee*		Faculty Senate**	
Teacher Education Committee*		Board of Regents**	
		Council on Postsecondary Edu.***	

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

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

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

Create a new course that will provide introductory preparation for teacher leaders who are interested in literacy coachin.

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

Spring 2007

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

B. The justification for this action:

EKU has been awarded, and has accepted a grant from the KY Department of Education / Collaborative Center for Literacy Development to participate in a statewide network of the Adolescent Literacy Coaching Project. The purpose of this project is to provide a program of study leading to a potential endorsement in Literacy Coaching. It is the expectation of the program, approved by the KY General Assembly (House Bill 93) in Spring 2006, that all partners will establish this specialty as part of a Rank I or as a separate certificate endorsement. This effort is expected to enhance teacher quality while improving reading and literacy achievement for Kentucky's children. Literacy coaches support teachers by identifying resources, assisting in lesson planning, modeling effective literacy instruction, facilitating school-wide literacy planning, and organizing small and large group professional development. Literacy coaches are different from reading / writing specialists, as their work is to support and provide assistance to instructional staff, not provide direct services to children. They are different from principals and central office staff as they do not serve in a supervisory role. These individuals are specialized teacher leaders.

This course will be the first course in a 12 hour sequence and is expected to be offered in a summer session.

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

Personnel Impact: Released time is currently provided through the grant which will continue for two years (through July 2008). After that time, should funding cease, the program will be self-sustaining.

Operating Expenses Impact: None

Equipment/Physical Facility Needs: None beyond a typical graduate course.

Library Resources: None beyond a typical graduate course.

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 ~~strikethrough~~ for deletions and <u>underlines</u> for additions. 12.   For a dropped course, provide the current catalog text.

New or Revised* Catalog Text (*Use ~~strikethrough~~ for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.) **<u>EMS 870 Introduction to Literacy Coaching</u>**<u>. (3) Prerequisites: Master's Degree. Admission to or completion of a Rank I program. An introduction to the roles, skills, responsibilities and dispositions needed for successful literacy coaching in grades 4-12.</u>

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

10.   For a new program, provide the catalog description as being proposed. 11.   For a revised program, provide the current program requirements using ~~strikethrough~~ for deletions and *underlines* for additions. 12.   For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

New or Revised* Program Text (*Use ~~strikethrough~~ for deletions and <u>underlines</u> for additions.)

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
EMS	870	Spring 2007	AS ___ JS ___ BT ___ EM ___ ED X PC ___ HS ___	CURI

Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. ___
3	Lecture ___ Laboratory ___ Other X		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)
8		N	FR ___ JR ___ SO ___ SR ___

		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	**FOR BANNER USE ONLY**
		Thesis ___	Date of data entry ___
		Internship ___	
		Independent Study ___	Data entry person ___
		Practicum ___	

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

A. Department of Curriculum and Instruction
EMS 870
Course Title: Introduction to Literacy Coaching
Credit Hours: 3

B. **Course Description: An introduction to the roles, skills, responsibilities and dispositions needed for successful literacy coaching in grades 4-12.**

C. Texts: Toll, Cathy. (2005). *The Literacy Coach's Survival Guide.* International Reading Association.

D. Course Objectives

Students completing this course will be able to:

1. List the roles and responsibilities of the literacy coach and describe the characteristics of effective coaches. (IRA 1)
2. Describe strategies for establishing credibility, trust, and mutual respect as the literacy coach. (IRA 2)
3. Identify embedded professional development that meets KY PD standards. (IRA 2)
4. Compare and contrast the literacy instruction needs of accomplished and struggling adolescent readers. (IRA 3)
5. Describe and provide examples of effective literacy instruction. (IRA 3)
6. Explain and provide examples of how strategy learning instruction can enhance literacy and learning in the content areas (IRA 4, 5, 6, 7)
7. Locate and evaluate resources for teachers to use to improve literacy instruction. (IRA 3, 4, 5, 6, 7)
8. Explain how the six language arts areas (listening, speaking, writing, observing, viewing and visually representing) interact across the content areas. (IRA 3, 4, 5, 6, 7)
9. Analyze the literacy skills needs in the various content areas. (IRA 3, 4, 5, 6, 7)
10. Analyze a school's assessment data and develop literacy goals. (IRA 3)
11. Identify, evaluate and utilize technology to enhance literacy skills and student learning in all content areas. (IRA 4, 5, 6, 7)
12. Develop an action plan for literacy coaching. (IRA 1)
13. Develop a literacy coaching professional improvement plan. (IRA 1)

E. Professional Education Program Model:

EKU Professional Education Model:
Effective Educators as Effective People

EKU Professional Education Slogan:
To teach, to learn, to help others teach and learn.

1. Literacy

Coaching model

2. Effective Literacy Instruction
3. Content Area Literacy strategies
4. Strategic Planning

G.   Course Requirements

1. Complete assigned readings.
2. Participate in class discussion and activities.
3. Develop a coaching plan for the school year.
4. Begin the Literacy Coaching Portfolio.
5. Develop a multimedia presentation that illustrates a literacy strategy.

H.   Evaluation

In this course students will:

1. Actively participate in class activities and discussions. (10%)
2. Reflect on assigned readings and class discussions.   (10%)
3. Research, practice, and make a multimedia presentation that demonstrates a research based literacy strategy. (30%)
4. Begin the Literacy Coach's portfolio. (20%)
5. Develop a Literacy Coaching Plan. (30%)

I.   Attendance Policy

Absences equating 20% of class meetings (2 days) will result in automatic failure.
Class sessions missed as a result of late entry will be counted as absences.

The student is responsible for presenting adequate reason for absence to the instructor in order to be given opportunity to make up missed work. (Adequate reasons include personal illness, death or serious illness in the immediate family, or participation in an approved university activity.)

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

K.   Bibliography (attached)

                              Dorie Combs, Ph.D.
                              Fall 2006

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

Part I

(Check one)	Department Name	Curriculum & Instruction
X New Course (Parts II, IV)	College	College of Education
_____ Course Revision (Parts II, IV)	*Course Prefix & Number	EMS 871
_____ Course Dropped (Part II)	*Course Title (30 characters)	Practicum in Literacy Coaching
_____ New Program (Part III)	*Program Title	
_____ Program Revision (Part III)		(Major ___, Option ___; Minor ___; or Certificate _x_)
_____ Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	Date		Date
Departmental Committee	9/14/096	Graduate Council*	
Is this a SACS Substantive Change? **Yes****** ☐ **No** ☐		Council on Academic Affairs	
College Curriculum Committee	10/03/06	Approved _____ Disapproved _____	
General Education Committee*		Faculty Senate**	
Teacher Education Committee*		Board of Regents**	
		Council on Postsecondary Edu.***	

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

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

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

Create a new course that will provide a practicum experience for teacher leaders interested in becoming literacy coaches.

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

Spring 2007

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

B. The justification for this action:

EKU has been awarded, and has accepted a grant from the KY Department of Education / Collaborative Center for Literacy Development to participate in a statewide network of the Adolescent Literacy Coaching Project. The purpose of this project is to provide a program of study leading to a potential endorsement in Literacy Coaching. It is the expectation of the program, approved by the KY General Assembly (House Bill 93) in Spring 2006, that all partners will establish this specialty as part of a Rank I or as a separate certificate endorsement. This effort is expected to enhance teacher quality while improving reading and literacy achievement for Kentucky's children. Literacy coaches support teachers by identifying resources, assisting in lesson planning, modeling effective literacy instruction, facilitating school-wide literacy planning, and organizing small and large group professional development. Literacy coaches are different from reading / writing specialists, as their work is to support and provide assistance to instructional staff, not provide direct services to children. They are different from principals and central office staff as they do not serve in a supervisory role. These individuals are specialized teacher leaders.

This course will be the second course in a 12 hour sequence and will require that the student be placed in an intermediate, middle or high school and provide literacy coaching duties for *a minimum of* 40 hours.

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

Personnel Impact: Released time is currently provided through the grant which will continue for two years (through July 2008). After that time, should funding cease, the program will be self-sustaining.

Operating Expenses Impact: None

Equipment/Physical Facility Needs: None beyond a typical graduate course.

Library Resources: None beyond a typical graduate course.

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.

13.   For a new course, provide the catalog text.
14.   For a revised course, provide the current catalog text with the proposed text using ~~strikethrough~~ for deletions and <u>underlines</u> for additions.
15.   For a dropped course, provide the current catalog text.

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

<u>**EMS 871 Practicum in Literacy Coaching (3)** Prerequisite: EMS 870. Supervised experiences for literacy coaches working in schools to provide instructional support and professional development in the language arts to teachers across the curriculum.</u>

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

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

New or Revised* Program Text
(*Use ~~strikethrough~~ for deletions and <u>underlines</u> for additions.)

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
EMS	871	Spring 2007	AS ___ JS ___ BT ___ EM ___ ED X ___ PC ___ HS ___	CURI

Credit Hrs.	Weekly Contact Hrs.	Repeatable Maximum No. of Hrs. ___
3	Lecture ___ Laboratory ___ Other X	Cip Code (first two digits only)

Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)
P		N	FR ___ JR ___ SO ___ SR ___

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

Thesis ___
Internship ___
Independent Study ___
Practicum X

FOR BANNER USE ONLY

Date of data entry _____

Data entry person _____

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

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

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 ˉ.)

Course Prefix and No.	EMS 870 Introduction to Literacy Coaching
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	3.0

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

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

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

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

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

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

Department of Curriculum and Instruction
EMS 871
Course Title: Practicum for Literacy Coaches
Credit Hours: 3

B.   Course Description: Supervised experiences for literacy coaches working in schools to provide instructional support and professional development in the language arts to teachers across the curriculum. Prerequisite: EMS 870.

C.   Text: Toll, C. (2006). *The Literacy Coach's Desk Reference: Processes and Perspectives for Effective Coaching.* National Council of Teachers of English.

D.   Course objectives

Students completing this course will:

1. Demonstrate knowledge of and model effective strategies, skills and dispositions essential to success in providing instruction in literacy across content areas. (ETS 2.2, 2.4, 2.6, 2.8)
2. Provide literacy instructional support to school faculty to adapt instruction to meet needs in reading/writing for students who differ in ability and/or who are culturally different. (ETS 2.2, 2.4, 2.6; 3.4, 3.5, 3.6, 3.8; 4.1, 4.3, 4.7; 5.1, 5.2, 5.3, 5.4)
3. Demonstrate effective communication skills in order to effectively provide literacy instructional support for faculty.
4. Select and utilize appropriate materials for a variety of specific needs in literacy development. (ETS 2.2, 2.6; 3.8; 4.5; 5.11; 6.1; 7.1, 7.3)
5. Research topics and issues in order to provide state of the art information regarding literacy.
6. Organize and schedule professional development for individual, small groups, and whole groups within the faculty to support literacy across the curriculum. (ETS 2.2, 2.4; 3.7; 4.5, 4.8; 7.3; 9.4)
7. Facilitate the school literacy planning team.
8. Analyze student assessment data and assist the literacy team in development of a school-wide literacy improvement plan. (ETS 2.2, 2.4; 3.9; 5.14; 6.1, 6.2, 6.3, 6.4, 6.5)
9. Identify and provide guidance to faculty in appropriate technologies and software for specific instructional needs in literacy. (ETS 2.2, 2.4, 2.6; 3.2, 3.5, 3.6, 3.8, 3.9)
10. Develop an individual literacy coaching improvement plan and participate in professional development that addresses the goals identified in the plan. (ETS 7.1,7.2,7.3)

E.

EKU Professional Education Model:
Effective Educators as Effective People

EKU Professional Education Slogan:
To teach, to learn, to help others teach and learn.

F. Topical Outline

1. Demonstrating Effective Communications Skills
2. Planning and providing research-based professional development activities regarding literacy across the curriculum.
3. Identifying materials and resources to address the school's literacy improvement plan.
4. Facilitating the development of a school literacy plan.
5. Developing an individual literacy coaching improvement plan

G. Course Requirements

1. Complete at least 40 contact hours as a literacy coach in a public school. Provide coaching support to the school's faculty in literacy across the curriculum. Individuals taking practicum will have experiences in:
   a. Developing a school wide literacy plan
   b. Meeting with teachers individually and in small groups to identify professional development needs.
   c. Identify and model effective, research-based literacy strategies
   d. Identify and obtain literacy instructional support materials
   e. Participate in professional development opportunities to enhance coaching performance
   f. Practice effective communications skills
   g. Maintain a literacy coach's website
2. Students will keep a journal of their practicum activities.
3. Students taking practicum will be expected to participate in at least two seminars.

H. Assessments

Students will receive a grade of S or U based on the following:

1. Samples of coaching work (web site, power point presentations, coaching notes, professional development agendas and evaluation summaries with Reflections) (Coaching Portfolio Items)
2. On-site supervisor's evaluation
3. College instructor's observation evaluation
4. Participation in seminars or group meetings
5. Written records of coaching activities
6. Evidence of individual professional development activities

I. Attendance Policy

Absences equating 20% of class meetings will result in automatic failure. Class sessions missed as a result of late entry will be counted as absences.

The student is responsible for presenting adequate reason for absence to the instructor in order to be given opportunity to make up missed work. (Adequate reasons include personal illness, death or serious illness in the immediate family, or participation in an approved university activity.

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

Dorie Combs, Ph.D.
Fall 2006

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

Part I

(Check one)	Department Name	Curriculum & Instruction
X New Course (Parts II, IV)	College	College of Education
____ Course Revision (Parts II, IV)	*Course Prefix & Number	EMS 889
____ Course Dropped (Part II)	*Course Title (30 characters)	Literacy Coaching Capstone Seminar
____ New Program (Part III)	*Program Title	
____ Program Revision (Part III)		(Major ___, Option ___; Minor ___; or Certificate ___)
____ Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	Date		Date
Departmental Committee	9/14/06	Graduate Council*	
Is this a SACS Substantive Change? **Yes****** **No**		Council on Academic Affairs	
College Curriculum Committee	10/03/06	Approved _____ Disapproved _____	
General Education Committee*		Faculty Senate**	
Teacher Education Committee*		Board of Regents**	
		Council on Postsecondary Edu.***	

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

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

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

Create a new course that will provide support for advanced experiences for literacy coaches. This course will require an action research project and presentation.

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

Spring 2007

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

B. The justification for this action:

EKU has been awarded, and has accepted a grant from the KY Department of Education / Collaborative Center for Literacy Development to participate in a statewide network of the Adolescent Literacy Coaching Project. The purpose of this project is to provide a program of study leading to a potential endorsement in Literacy Coaching. It is the expectation of the program, approved by the KY General Assembly (House Bill 93) in Spring 2006, that all partners will establish this specialty as part of a Rank I or as a separate certificate endorsement. This effort is expected to enhance teacher quality while improving reading and literacy achievement for Kentucky's children. Literacy coaches support teachers by identifying resources, assisting in lesson planning, modeling effective literacy instruction, facilitating school-wide literacy planning, and organizing small and large group professional development. Literacy coaches are different from reading / writing specialists, as their work is to support and provide assistance to instructional staff, not provide direct services to children. They are different from principals and central office staff as they do not serve in a supervisory role. These individuals are specialized teacher leaders.

This course will be the final course in a 12 hour sequence for individuals interested in becoming literacy coaches.

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

Personnel Impact: Released time is currently provided through the grant which will continue for two years (through July 2008). After that time, should funding cease, the program will be self-sustaining.

Operating Expenses Impact: None

Equipment/Physical Facility Needs: None beyond a typical graduate course.

Library Resources: None beyond a typical graduate course.

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

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

<div align="center">

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

</div>

<u>**EMS 889 Literacy Coaching Capstone Seminar**. (3) Prerequisites: EMS 870 and EMS 871. Co-Requisite: One course from : EMG 806, ESE 774, EMS 850, EME 873, EME 868 or EMS 875. Multimedia presentation of an action research project related to literacy coaching. Reflections on individual professional development related to IRA / NCTE Literacy Coaching Standards.</u>

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

16. For a new program, provide the catalog description as being proposed.
17. For a revised program, provide the current program requirements using ~~strikethrough~~ 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.

<div align="center">

New or Revised* Program Text
(*Use ~~strikethrough~~ for deletions and <u>underlines</u> for additions.)

</div>

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
EMS	889	Spring 2007	AS ___ JS ___ BT ___ EM ___ ED X PC ___ HS	CURI

Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____
3	Lecture ____ Laboratory ____	Other X	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)
W			FR _____ JR _____ SO _____ SR _____
		Grading Information: Course is	

25

		eligible for IP (in-progress grading) for: Check all applicable	**FOR BANNER USE ONLY**	
		Thesis _____	Date of data entry _____	
		Internship _____		
		Independent Study _____	Data entry person _____	
		Practicum _____		

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

Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	
Course Prefix and No.	

Prerequisite(s): (List prerequisites only. List combinations below. Use **"and"** and **"or"** literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D ⁻.)	
Course Prefix and No.	EMS 870 Introduction to Literacy Coaching
Course Prefix and No.	EMS 871 Practicum in Literacy Coaching
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	3.0

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.	One course from: EMG 806, ESE 774, EMS 850, EME 873, EME 868 or EMS 875
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	3.0

Equivalent Course(s): (credit not allowed with; or formerly:)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

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

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

A.   Department of Curriculum and Instruction
       EMS 889
       Course Title: Literacy Coaching Capstone Seminar
       Credit Hours: 3

B.   Course Description: Prerequisites: EMS 870 and EMS 871. Multimedia presentation of action research project related to literacy coaching. Reflections on individual professional development related to IRA / NCTE Literacy Coaching Standards.

C.   Text: Johnson, Andrew. (2003) *A Short Guide to Action Research*.   Allyn and Bacon.
       American Psychological Association. (2001). *Publication manual of the American Psychological Association*,
              5th edition.

D.   Course Objectives:

       Students completing this seminar will:
          1.   Assess progress as a Literacy Coach by examining evidence that is aligned with the IRA / NCTE Literacy Coaching Standards.
          2.   Complete a Professional Development Activity Plan and provide evidence of professional growth based on that plan.
          3.   Present the completed action research project through a multi-media approach and submit a written final report of

the project. Presentation and / or article will be submitted to a state and or national conference / journal for publication / presentation.

4. Explore action research as an effective means of professional development and research.

E.   Professional Education Program Model:

EKU Professional Education Model:
Effective Educators as Effective People

EKU Professional Education Slogan:
To teach, to learn, to help others teach and learn.

F. Course Outline:

1. Overview of course and requirements
2. Creating a Professional Development Activity Plan
3. Critique of published Action Research
4. Peer Review of Action Research Papers
5. Reflecting upon completed action research
6. Writing an effective research report to practitioners
7. Creating and presenting a multi-media presentation
8. Attending presentations of colleagues

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 directly either in person on the first floor of the Turley House or by telephone at (859) 622-1500 V/TTY. Upon individual request, this syllabus can be made available in alternative forms.

G. Course Requirements:

1. Participate in class activities; regular attendance
2. Read and critique action research papers of classmates
3. Examine personal growth as literacy coach based on IRA / NCTE Literacy Coaching Standards
4. Complete a Professional Development Activity Plan
5. Complete Action Research Paper
6. Multi-media presentation of research findings.

H. Additional Requirements for graduate students: None

I. Evaluation:

Requirements:	Points:
Action Research Report Document	200
Action Research Presentation	100
Class Discussion/ Participation/Peer Reviews	80
Literacy Coaching Profession Development Activity Plan	100

TOTAL	480

Grading System

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

J. Student Progress: The instructor will provide students with written information on their progress at least once prior to mid-point of the seminar.

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

graded by the end of the Summer II term.

I.	Attendance Policy: Absences equating to 20% of class meeting will result in automatic failure.

Class sessions missed as a result of late entry will be counted as absences.

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

M.	Bibliography: NA

Required Elements of the Research Report

1.	Cover Page (with carefully selected title)
2.	Table of Contents
3.	Abstract (single-spaced)
4.	Introduction
	Purpose of Study (including research problem)
	Brief Justification of Study
	Hypotheses (Anticipated Outcomes)
	Definition of Independent and Dependent Variables
	Definition of Terms
5.	Review of Literature
6.	Methodology or Procedures
	Type of Research Design
	Population and Sample Design
	Discussion of Instrument
	Data Collection Procedures
	Data Analysis Procedures
7.	Results
	Presented in written form and in tables
8.	Conclusions, Recommendations, and Implications
	Accept/Reject Hypotheses
	Interpretations of the Results
	Problems with Possible Intervening Variables or Biases
	Relate Findings to Review of Literature
	Suggestions for Further Research
9.	Bibliography/Reference List
10	Appendices
	Appendix A - Cover Letter and Instrument
	Appendix B - Tables of Large Data Sets (may want separate appendix for each table).

Dorie Combs
Fall 2006

Professional Education Strands
EMS 889

Literacy Coaching Capstone Seminar

FIELD EXPERIENCES
        The Action Search Project was conducted during previous field experiences.

METACOGNITION SKILLS
        The completion of the Literacy Coaching Portfolio and Coach's Professional Improvement Plan are based on extensive self-reflection and evaluation.

COMMUNICATION SKILLS
        The presentation on the Action Research Project will require an elaborate multimedia use of technology.

RESEARCH SKILLS/INDEPENDENT LEARNING
        The research project and portfolio development requires extensive independent research.

PLANNING SKILLS
        Planning integral to portfolio development and completion.

TECHNOLOGY
        The Action Research Project presentation and portfolio require much use of diverse technology skills.

PROFESSIONAL/SOCIAL SKILLS
        The research project is school based and will involve much collaboration to be completed.

TEAMING/COLLABORATION
        Literacy Coaching requires extensive collaboration with teachers and administrative staff. These are assessed and demonstrated through the portfolio.

CONTINUOUS AUTHENTIC ASSESSMENT
        The Literacy Coaching Portfolio and Coach's Professional Improvement Plan will provide much evidence of this.

DIVERSITY
        The capstone seminars will address a broad set of diversity issues especially through research presentations.

INCLUSION/EXCEPTIONALITIES
        It is expected to be addressed in seminars and research.

PROFESSIONAL PORTFOLIO
        The completed Literacy Coaching portfolio is a requirement of the seminar,

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

Part I

(Check one)	Department Name	Curriculum and Instruction
X New Course (Parts II, IV)	College	Education
___ Course Revision (Parts II, IV)	*Course Prefix & Number	EMS 800
___ Course Dropped (Part II)	*Course Title (30 characters)	Instructional Design and Technology
___ New Program (Part III)	*Program Title	
___ Program Revision (Part III)		(Major ___, Option ___; Minor ___; or Certificate ___)
___ Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	Date		Date
Departmental Committee	September 14, 2006	Graduate Council*	
Is this a SACS Substantive Change? **Yes****** ☐ **No** X		Council on Academic Affairs	
College Curriculum Committee	10/03/2006	Approved _____ Disapproved _____	
General Education Committee*		Faculty Senate**	
Teacher Education Committee*		Board of Regents**	
		Council on Postsecondary Edu.***	

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

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

A. 1. Specific action requested: New course proposal

A. 2. Effective date: Fall 2007

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

B. The justification for this action: EMS 800 (3 semester hours) This course will help MAED, Rank I and Rank II candidates meet program, accreditation and state experienced teacher standards in technology, instructional design, and content knowledge. It will also prepare classroom teachers to better incorporate technology into their teaching so that children in turn could learn about technology as a learning tool.

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

Personnel Impact: N/A

Operating Expenses Impact: N/A

Equipment/Physical Facility Needs: N/A

Library Resources: N/A

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

19.	For a new course, provide the catalog text.
20.	For a revised course, provide the current catalog text with the proposed text using ~~strikethrough~~ for deletions and <u>underlines</u> for additions.
21.	For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

EMS 800   Instructional Design and Technology   3 semester hours

An in-depth study of designing and planning technology enhanced learning activities and materials in P-12 classrooms.

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

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

New or Revised* Program Text
(*Use ~~strikethrough~~ for deletions and <u>underlines</u> for additions.)

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

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
EMS	800	Fall 2007	AS ___ JS ___ BT ___ EM ___ ED _X_ PC ___ HS	CURI

Credit Hrs.	Weekly Contact Hrs.	Repeatable Maximum No. of Hrs. 0
3	Lecture _X_ Laboratory ____ Other ____	Cip Code (first two digits only) 13

Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)
1	3	Normal	FR ____ JR ____ SO ____ SR ____
		Grading Information: Course is eligible for IP (in-progress grading) for: Check all applicable	**FOR BANNER USE ONLY**
		Thesis ____	Date of data entry ____
		Internship ____	
		Independent Study ____	Data entry person ____
		Practicum ____	

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

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

Course Prefix and No.	
Course Prefix and No.	

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

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

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

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

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

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

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

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

A. **Department of Curriculum and Instruction**

EMS 800   Instructional Design and Technology
3 semester hours

B. **COURSE DESCRIPTION**:
   An in-depth study of designing and planning technology enhanced learning activities and materials in P-12 classrooms.

C. **TEXTS**:
   Lever-Duffy, J; McDonald, J.B.; & Mizell, A.P. (2005). Teaching and learning with technology.
   2nd. Ed. New York: Allen and Bacon – Pearson Education. ISBN: 0205458750.

D. **COURSE OBJECTIVES**: Upon completion of this course, the student will:
   a. Define, describe and name technologies for teaching and learning
   b. Name and describe relevant theoretical foundations for teaching, learning, and educational technology
   c. Name and analyze state and national P-12 in-service professional educator technology standards
   d. Name and analyze state and national P-12 student achievement technology standards
   e. Design and plan technology enhanced and student centered instruction
   f. List and describe digital applications to instruction
   g. Evaluate and demonstrate how instructional software can enhance teaching and learning
   h. Evaluate and demonstrate how networks and the Internet can enhance teaching and learning
   i. Summarize and illustrate how the World Wide Web can be used to enhance teaching and learning
   j. Summarize and explain how audio and visual technologies can enhance teaching and learning
   k. Summarize and portray how video technologies can enhance teaching and learning
   l. List and analyze issues in implementing technology in P – 12 schools

E. COLLEGE OF EDUCATION PROFESSIONAL EDUCATION PROGRAM MODEL:

EKU Professional Education Model:
Effective Educators as Effective People

EKU Professional Education Slogan:
To teach, to learn, to help others teach and learn.

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 directly either in person on the first floor of the Turley

House or by telephone at (859)-622-1500 V/TTY. Upon individual request, this syllabus can be made available in alternative forms.

F. **COURSE CONTENT:**
   a. Definitions of teaching, learning, and technology
   b. Theoretical foundations for teaching, learning, and educational technology: B.F. Skinner, Jean Piaget, Learning Styles, Howard Gardner, Lev Vygotsky, etc.
   c. Analyze state and national in-service professional educator technology standards
   d. Analyze state and national P-12 student achievement technology standards
   e. Design and plan technology instruction: Dynamic Instructional Design (DID), NTeQ, and other models.
   f. Digital applications: scanner, cameras, video, output devices, electronic whiteboards, etc
   g. Academic software: hypermedia, multimedia, graphics, tutorials, drill-and-practice, reference, games, simulations, special needs, integrated, problem-solving, etc.
   h. Networks and the Internet in teaching and learning: networking basics, telecommunication technologies, Internet-based communications, etc.
   i. World Wide Web in teaching and learning: educational resources, web-enhanced instruction, designing information web sites, designing web based teaching modules, issues, concerns, etc.
   j. Audio and visual technologies in teaching and learning: traditional and modern technologies (cassettes, CD's, telephone, FAX, etc.)
   k. Video technologies in teaching and learning: broadcast, digital, Internet, and motion video.
   l. Issues in implementing technology in schools: strategic planning, legal, copyright, privacy, ethical, social, emerging, etc.

G. Course Requirements:
   a. Participate in class activities; regular attendance
   b. Participate in criterion referenced assessments
   c. Develop an educational resource portfolio
   Suggested portfolio entries:
      1. Compare and contrast three different theoretical foundation learning and how each supports the use of educational technology
      2. Analyze the similarities and differences of Kentucky state in-service professional educator standards with national educator standards
      3. Analyze the similarities and differences of Kentucky state P-12 student achievement standards with national P-12 student standards
      4. Design at least three technology based and student centered lessons using the DID, NTeQ, and/or other recognized instructional design model.
      5. Design an annotated resource list for digital applications: scanner, cameras, video, output devices, electronic whiteboards, etc.
      6. Design an annotated resource list for academic software: hypermedia, multimedia, graphics, tutorials, drill-and-practice, reference, games, simulations, special needs, integrated, problem-solving, etc.
      7. Design at least three Internet or WWW based lessons
      8. Develop a classroom environmental plan in which computer stations, audio devices and video devices can be effectively used during learning activities.
   d. Observe and evaluate a P-12 school's strategic plan for the implementation of classroom technology for: student learning, student privacy, copyright issues, emerging technologies, ethical use issues, etc..

H. Additional Requirements for graduate students: N/A

I. Evaluation:

     Requirements: Points:

Requirements:	Points:
Criterion referenced assessments	200
Educational resource portfolio	200
Implementation evaluation	100

TOTAL	500

Grading System

A ≥ 92% (368 points) plus 80% class attendance
B ≥ 82% (328 points) plus 80% class attendance
C ≥ 72% (288 points) plus 80% class attendance
D ≥ 62% (248 points) plus 80% class attendance
F < 62% or less than 80% class attendance

J. Student Progress: The instructor will provide students with written information on their progress at least once prior to mid-point of the seminar.

K. Attendance Policy: Absences equating to 20% of class meeting will result in automatic failure. Class sessions missed as a result of late entry will be counted as absences.

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

M. Bibliography:

Anderson, R.S. & Speck, B.W. (2001). *Using technology in K-8 literacy classrooms.* Columbus, OH: Merrill Prentice Hall.

Anglin, G. (1995). *Instructional technology: Past, present, and future.* 2nd. Ed. Englewood, CO: Libraries Unlimited.

Bailey, M. & Rhine, S. (Eds). (2005). *Integrating technologies, innovative learning: Insights from the PT3 program.* Eugene, OR: International Society for Technology in Education.

Bell, L. & Bull, G.L. (Eds.) (2005). *Teaching with digital images: Acquire, analyze, create, communicate.* Eugene, OR: International Society for Technology in Education.

Bitter, G. & Legcy J. M. (2005). *Using technology in the classroom.* Brief Ed. Boston, MA: Allen and Bacon.

Bowers, C.A. (2000). *Let them eat data: How computers affect education , cultural diversity, and the prospects of ecological sustainability..* Athens, GA: The University of Georgia Press. .

Forcier, R.C. & Descy, D.E. (2004). *The computer as an education tool.* 4th. Ed. Columbus, OH: Merrill Prentice Hall.

Grabe, M. & Grabe, C. (2004). *Integrating technology for meaningful learning.* 4th Ed. New York: Houghton Mifflin.

Greenlaw, J.C. & Ebenezer, J.V. (Series Editor) (2004). *English language arts and*

reading on the Internet. Columbus, OH: Merrill Prentice Hall.

Hirshbuhl, J.J. (latest edition). *Annual Editions: Computers in education*. Giulford, CN: Dushkin/ McGraw Hill.

International Society for Technology in Education. (latest edition). A preparing tomorrow's *teachers to use technology project*. Eugene, OR: International Society for Technology in Education.

International Society for Technology in Education. (2004). ISTE/NCATE standards for Educational technology programs. Eugene, OR: International Society for Technology in Education.

International Society for Technology in Education. (latest edition). *National educational technology standards*.   Eugene, OR: International Society for Technology in Education.

International Society for Technology in Education. (latest edition). *National educational technology standards for administrators*. Eugene, OR: International Society for Technology in Education.

International Society for Technology in Education. (latest edition). *National educational technology standards for students*. Eugene, OR: International Society for Technology in Education.

Lever-Duffy, J.; McDonald, J.B.; & Mizell, A.P. (2005). *Teaching and learning with technology*. 2nd. Ed.   New York: Allyn and Bacon.

Lohr, L.L. (2003). *Creating graphics for learning and performance: Lessons in visual literacy*. Columbus, OH: Merrill Prentice Hall.

McKenzie, W. (2005). *Multiple intelligences and instructional technology*. 2nd. Ed. Eugene, OR: International Society for Technology in Education.

Mehlinger, H.D. & Powers, S.M. (2002). *Technology and teacher education*. New York: Houghton Mifflin.

Morrison, G.R. & Lowther, D.L. (2002). *Integrating computer technology into the classroom*. Columbus, OH: Merrill Prentice Hall.

Noble, D.F. (2002). *Digital diploma mills: The automation of higher education.* New York: Monthly Review Press.

Provenzo, E.F. & Gotthoffer, D. (2001). *Education on the Net*. Boston, MA: Allyn & Bacon.

Provenzo, E.F. (2002). *The Internet and the World Wide Web for teachers*. Boston, MA: Allyn and Bacon.

Roblyer, M.D. (2004). *Integrating educational technology into teaching*. 4th.. Ed. Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall.

Roblyer, M.D. (2003). *Starting out on the Internet: A learning journey for teachers*. 2nd Ed. Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall.

Schwartz, J.E. & Beichner, R.J. (1999). *Essentials of educational technology*. Boston, MA: Allyn and Bacon.

Sharp, V. (2003). *Computer education for teachers: Integrating technology into classroom teaching*. 4th. Ed. Boston, MA: McGraw Hill.

Shelly, G.B.; Cashman, T.J.; Gunter, R. E.; & Gunter, G. (2002). 2nd. Ed. *Teachers discovering computers: Integrating technology in the classroom.* Course Technology. Boston, MA: Thomson Learning.

Simonson, M.; Smaldino, S.; Albright, M. & Zvacek, S. (2003). *Teaching and learning at a distance.* 2nd. Ed. Columbus, OH: Merrill Prentice Hall.

Valmont, W.J. (2003). *Technology for literacy teaching and learning.* Boston, MA: Houghton Mifflin.

Weinberger, D. (2002). *Small pieces loosely joined.* Cambridge, MA: Persius Publishing.

Wepner, S.B.; Valmont, W.J.; & Thurlow, R. (Eds.) (2000). *Linking literacy and technology: A guide for k-8 classrooms.* Newark, DE: International Reading Association.

The courses EDC810, 811, 812, and 813 are courses developed for the 12-hour program to satisfy the requirements for the Instructional Computer Technology endorsement (Primary through Grades 12) as approved by the Kentucky professional Education Standards Board. Each course specializes in a particular area of study as follows: EDC810 introduces **research**, application of research, and investigation in advancements; EDC811 focuses on **multimedia approaches and web site production**; EDC812: presents the **principles of on-line learning** and best practices associated with on-line learning; and EDC 813 is a capstone course. All four courses were designed for on-line delivery with the use of no textbook.

The Course EMS 800 Instructional Design and Technology was specifically designed for the P-12 classroom teacher with particular attention to the study of designing and planning technology enhanced and student centered learning activities and materials. This process includes the study of national/state teacher and student learning standards, how learning theories are enhanced by technology when planning learning activities, and the design of technology enhanced and student centered instruction via Dynamic Instructional Design (DID), NTeQ, and other nationally recognized models.

This course was developed as a response to student request. Many of our graduate students have requested a course in which they can learn how to meet Experienced Teacher Standards 10 (Demonstrates the Implementation of Technology), Standard 3 (Designs/Plans Instruction), and Standard 4 (Creates/Maintains Learning Climates). This course is designed to help the P-12 classroom teacher who wants to create a learning environment that is student centered and technology enhanced. This course is not designed to develop a technology or media specialist.

Although some of the topics may appear to be similar, EMS 800 offers our graduate students an opportunity to study several nationally recognized instructional design models and topics in one course without specializing in research, being limited to multimedia and web site production, and having to focus on on-line learning. This course offers a textbook that is full of current resources and is designed to be delivered in a user friendly face-to-face, short term, and/or web-enhanced format.
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Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

(Check one)	Department Name	Educational Leadership
New Course (Parts II, IV)	College	Education
Course Revision (Parts II, IV)	*Course Prefix & Number	
Course Dropped (Part II)	*Course Title (30 characters)	
New Program (Part III)	*Program Title	MAED Educational Leadership
Y Program Revision (Part III)		(Major ___, Option ___; Minor ___; or Certificate ___)
Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	Date		Date
Departmental Committee	08/29/06	Graduate Council*	
Is this a SACS Substantive Change? **Yes****** **No** Y		Council on Academic Affairs	
College Curriculum Committee	10/03/2006	Approved ____ Disapproved ____	
General Education Committee*	N/A	Faculty Senate**	N/A
Teacher Education Committee*		Board of Regents**	N/A
		Council on Postsecondary Edu.***	N/A

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

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

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

   To revise admission criteria

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

   Summer 2007

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

   N/A

B. The justification for this action:

   Working to increase the rigor of our program

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

Personnel Impact: None

Operating Expenses Impact: None

Equipment/Physical Facility Needs: None

Library Resources: None

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

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

<div align="center">

New or Revised* Program Text
(*Use ~~strikethrough~~ for deletions and <u>underlines</u> for additions.)

</div>

Admission Requirements
  Masters of Arts in Education
- A score of 300 on the verbal section of the Graduate Records
- Exam (GRE) or ~~a raw score of 20~~ <u>a scaled score of 360</u> on the Millers Analogy Test (GMAT) ~~or successfully pass Praxis PLT exam~~ ~~at the level set for that year to meet teacher certification standard.~~
- ~~2.5~~ <u>3.0</u> GPA in the undergraduate degree or ~~2.75~~ <u>3.0</u> GPA in the last 60 undergraduate hours or a 3.0 GPA in a minimum of 15 graduate hours.
- Educational objectives