College Curriculum Coordinating Committee

September 1, 2009

Agenda

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1. Call to Order
2. Approval of the Minutes – May 5, 2009

Department of Curriculum and Instruction

    New Course   EDF 330   Spring 2010

Department of Special Education

Program Revision	Moderate to Severe Disabilities	Fall 2009
Program Suspended	Director of Special Ed. Alt. Cert. Program	Spring 2009
Program Suspended	Special Ed. LBD MAED Alt. Cert.	Spring 2009

Discussion / Informational Items

Good of the Order

College Curriculum Coordinating Committee
September 1, 2009
Minutes

Members Present: Bob Biggin, Danny Roush, Nina Coyer, Jim Rinehart, Dorie Combs, Justin Cooper, Laurence Hayes, Norman Powell, Paul Erickson, Bill Phillips, Kim Naugle, Margaret Moore, Sherwood Thompson (chair)

Members Absent: Bianca Puglia, Deneia Thomas*, Tara Shepperson*, June Hyndman*, Kendal Burke, Sonia Michael*, Tamara Cranfill*, Connie Callahan, James Dantic, Billy Thames*

*Prior Notification of Absence

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1. Call to Order – Dr. Sherwood Thompson called the meeting to order.
2. Approval of the Minutes – Dr. Bob Biggin moved to approve the minutes. Dr. Jim Rinehart seconded. The motion carried and the minutes were approved.

Department of Curriculum and Instruction
APPROVED

| *New Course* | EDF 330 | Spring 2010 |

Dr. Sherwood Thompson discussed. Discussion followed. Dr. Naugle added to make sure that AFA 330 has the same language since the courses are cross-listed. Dr. Bob Biggin moved to approve. Dr. Dorie Combs seconded. The motion carried and the new course was approved.

Department of Special Education
APPROVED

| *Program Revision* | Moderate to Severe Disabilities | Fall 2010 |

Dr. Justin Cooper discussed. Discussion followed. The effective date is to be changed from Fall 2009 to Fall 2010, the number of hours in required courses section is to be changed. Dr. Kim Naugle moved to approve. Dr. Bob Biggin seconded. The motion carried and the program revision was approved pending changes to be made by the department.

APPROVED

| *Program Suspended* | Director of SED Alt. Cert. program | Spring 2009 |

Dr. Justin Cooper discussed. Discussion followed. Faculty will not offer this in the alternative certification format. The state has asked that this be removed if not offered. A suggestion was made to include language in the new/revised text section that no curriculum was ever included in the catalog for this program and that individual programs of study were created for students enrolled. It was also suggested to include a note indicating that the alternative certification director's program should be suspended and not the regular route

director's program. Dr. Jim Rinehart moved to approve. Dr. Bob Biggin seconded. The motion carried and the program suspension was approved pending changes to be made by the department.
APPROVED

Program Suspended   SED LBD MAED Alternative Cert.   Spring 2009

Dr. Justin Cooper discussed. Discussion followed. Students are having trouble finding employment with this certification – only 1 in 6 employed from last cohort. May 2008 was the last cohort of students admitted to this program. Dr. Jim Rinehart moved to approve. Dr. Bob Biggin seconded. The motion carried and the program suspension was approved.

Discussion / Informational Items

- Dr. Kim Naugle advised that CAA requests that items with revisions and changes have an effective date of August the following year.
  - CAA will be requiring new courses follow new updated syllabi format.
  - Be sure and include catalog page with text piece for updates and revisions.

Good of the Order

- Need committee members for Curriculum and Instruction and Model representatives for 2009-10.
- Dr. Thompson reminded everyone the importance of getting materials submitted in a timely manner.

Dr. Bob Biggin moved to adjourn. Dr. Dorie Combs seconded. Dr. Thompson adjourned the meeting at 4:02PM.

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	COE
___ Course Revision (Parts II, IV)	*Course Prefix & Number	EDF 330
___ Hybrid Course ("S," "W")	*Course Title (30 characters)	Southern Blacks in Education
___ Course Dropped (Part II)	*Program Title	
___ New Program (Part III)		(Major ___, Option ___; Minor __; or Certificate ___)
___ Program Revision (Part III)		
___ Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

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

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

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

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

Create a new course for Educational Foundations (EDF) department, to be cross-listed with African/African-American Studies.

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

Spring 2010

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

N/A

B. The justification for this action:

New course developed to provide content of educational policies and struggles that shaped education in the U.S. relative to equal educational opportunities for Black populations in Southern states in the U.S. and to provide advance instruction in areas of education foundations and African American studies.

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

Personnel Impact: None

Operating Expenses Impact:

N/A

Equipment/Physical Facility Needs:

N/A

Library Resources: No additional Resources Needed.

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

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.)
 EDF 330 Southern Blacks in Education. (3). A. <u>Cross listed as AFA 330. This course introduces the major themes of Black populations pursuing educational opportunities in Southern States. Students will acquire knowledge about historical events, people and policies shaping the evolution of Blacks in education. Credit will not be awarded to students who have credit for AFA 330. Gen. Ed. VIII.</u>

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: UP	Dept. (4 letters)*
EDF	330	Spring 2010	AS ____ JS ____ BT ____ EM ____ ED X PC ____ HS	CURI

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

<u>**Co-Requisites and Prerequisites**</u>   ****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.	AFA 330
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)			**X**

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

Eastern Kentucky University
Curriculum and Instruction
EDF 330
Southern Blacks in Education
CRN_____   3 Credit Hours
Spring, 2010
Southern Blacks in Education

Dr. Sherwood Thompson
418 Bert Combs Building
Office Phone: (859) 622-6989
Office Hours: Monday, Wednesday & Friday 10 – 12 and by appointment
Email: sherwood.thompson@eku.edu
http://www.education.eku.edu/Faculty_Staff/default.htm

Course Description:

This course introduces the major themes of Black populations pursuing educational opportunities in the Southern States. Students will acquire knowledge about historical events, people, and ideas shaping the evolution of Blacks in education.

Texts:

1. Anderson, J.D. (1988). The education of blacks in the south, 1860 - 1935. The University of North Carolina Press.
2. Fairclough, A. (2007). A class of their own. Belknap Press.
3. Lau, P.F. (2004). From the Grassroots to the Supreme Court: Brown v. Board of Education. Duke University Press

1. Student Learning Objectives

1. Students will gain an understanding of Kentucky Teacher Standards.
2. Students will apply critical thinking and social analysis skills in learning about the historical and political factors that caused a shift in American education relative to Black populations in U.S. Southern states. *Teacher Standards: I (1, 2.)*
3. Students will examine the historical, cultural, political, economic, and social influences that have contributed to the development of educational opportunities for Black populations in U.S. Southern stated based on court ordered educational mandates. *Teacher Standards: I (4, 5, 6, 10); II (3).*
4. Students will analyze race, gender, and sexuality as social constructions relative to issues of education and social justice. *Teacher Standards: I (1, 2).*
5. Students will analyze and gather, interpret, and assess materials (or information) to help them to appreciate the historical struggles for school desegregation and equal educational opportunities using qualitative inquiry methods.

Student Evaluation Methods:

25 points   Attendance and class participation
50 points   Midterm Exam
50 points   Reaction Papers
25 points   Class Oral Presentation
50 points   Research Paper
100 points   Final Exam
300   Total Points

Grading Scale:

90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; 59 or Below = F

Student Progress
Student achievement will be assessed by the course faculty in writing to inform students of their progress in the course at least

once prior to midterm.

Attendance Policy:
Class attendance requirements will conform to University policies. You are expected to attend each class and perform class activities and participate in online assessments and assignments. Participation does not mean only attending class. It does mean, however, offering your comments on the assignments, readings, engaging in discussions, etc. Class attendance and participation accounts for 25 points of the total class grade. Students will be responsible to discuss with the professor the reason for each absence and to be responsible for any missed assignments or class work. Absences may have an adverse effect on student's grade, including lack of success and or failure to complete the class with a passing grade. Thus, students in this course are expected to prepare for, attend, and participate actively in class activities. Attendance is taken at the beginning of the class. If inclement weather requires the cancellation of a class or the instructor is unable to meet the class for any reason, students will be required to meet on an alternate date.

NOTIFICATION OF THE LAST DAY TO DROP THE COURSE:
Last day to drop course or to withdraw from the University are located in the Colonel's Compass at http://www.eku.edu/compass/

Disabilities Statement:

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

Academic Integrity

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

Course Requirements/Activities

Complete all reading assignments and participate in class and small group discussions.
1. Prepare a 12-page research paper on one of the major themes, events or issues discussed in the course.
2. Collaborate with students in the course to present a 10 minute oral presentation emphasizing a particular interval in the course content.
3. View and discuss multimedia presentations.
4. Listen and interact with class visitors/speakers.
5. Complete and pass midterm and final examinations.

Course Semester Outline

Week One: The Thirst To Learn
Historical overview of subject-related topics that deal with the Emancipation Proclamation and the Reconstruction Era educational movement.
Video & Discussion: American Experience Reconstruction: The Second Civil War.

Week Two: Public Schools in the South
Historical overview of the establishment of public schools in the South during Reconstruction with an examination of the segregated schools teaching conditions, the stigma of inferiority and the status of second-class citizenship in classrooms.

Week Three: Private Funding for Negro Schools
Historical overview of the role of organizations and individuals in funding and establishing schools for Blacks in the South with an examination of the relationship between northern philanthropy and southern Black educators.

Week Four: Teachers in Segregated Schools
Historical overview of the characteristic and profile of the teachers assigned to segregated schools with exploration of their challenges, motivation, inspiration and dedication to teaching Black students.

Week Five: Brown v. Board of Education: Part I
Historical overview of the Brown v. Board of Education Supreme Court decision and the effects of desegregation on the education of Blacks in the South with an emphasis on the role that the civil rights movement played in advocating for school desegregation.

Week Six: Brown v. Board of Education: Part II
Historical overview of the Supreme Court decision of Brown v. Board of Education and the effects of desegregation on the education of Blacks in the South with an emphasis on the role that the civil rights movement played in advocating for school desegregation.

Week Seven: Defining School Equality
Historical overview of the Federal Government's involvement in school equity issues and quality of education legislation from the 1970 Senate Sub-Committee Hearings on School Desegregation.

Week Eight: Midterm Examination.

Week Nine: Kentucky and School Desegregation
Historical overview of desegregation in Kentucky and the challenges of socialization of Black students in public schools.

Week Ten: Desegregating Colleges and Universities in the South: Part I
Historical overview of the struggles to desegregate Southern colleges and universities.
Video & Discussion: Southern School Desegregation: 1957 -1962

Week Eleven: Desegregating Colleges and Universities in the South: Part II
Historical overview of the struggles to desegregate Southern colleges and universities.
Guest Speaker and Discussion: Speaker TBA.

Week Twelve: Black Women Academic Education
Historical overview of Black women's education in the South with emphasis on female educational leaders.

Week Thirteen: Religious Education and Schooling
Historical overview of the role of Black churches in the education of Blacks in the South through church schools and church-supported colleges.

Week Fourteen: Blacks Studies and Black Curriculum
An overview of Black Studies programs in the South and college curriculum addressing the Black experience, history and the social problems of Black Americans.

Week Fifteen: Contemporary Issues in Education
A discussion on multicultural education and cultural/gender issues that confront Blacks in education. Oral reports and projects due.

Week Sixteen: National Educational Policy
Class discussion and summative overview of national educational policies and the impact of educational gains on Blacks will be examined with focus on the No Child Left Behind legislation and other recent court decisions on education that impact Black learners and educators. Oral reports and projects due.

Week Seventeen: Final Examination due.
Course Theme Objectives

2. Students will apply critical thinking and social analysis to prepare themselves for effective participation in increasingly complex national and global multicultural relations.

3. Students will demonstrate an understanding of the historical, cultural, political,

economic and social influences that have contributed to the development of expectations based on race, gender and sexuality for the purpose of developing an understanding that goes beyond stereotype, myth, and prejudice.

4. Students will demonstrate an ability to understand race, gender, and sexuality as social constructions.

5. Students will demonstrate an ability to gather, interpret, and assess materials (or information) to help them to appreciate the historical struggles for racial/ethnic minorities', women's, and gay rights in the United States.

Course Objectives:

1. To advance the capacity to think, to understand basic principles, and to compare and contrast new knowledge about race, gender, politics, and society.
2. To draw on historical perspectives to evaluate contemporary problems/issues.
3. To examine historical periods in a comparative context of one's own historical reality.
4. To analyze and evaluate knowledge about diverse perspectives within cultural and historical contexts.
5. To articulate the knowledge and skills of different perspectives and worldviews.
6. To identify and explain the ethical dimensions of situations.
7. To articulate thoughts clearly in written and oral communication.

General Education Scoring Guide for Race, Gender and Sexuality in the United States Theme
COURSE ASSESSMENT RUBRIC
Revised September, 2006

Criteria	4-Accomplished *Exceeds Course Expectations*	3-Competent *Meets Course Expectations*	2-Developing *Incomplete in Meeting Course Expectations*	1-Beginning *Inadequate in Meeting Course*
Comprehension *GE Goals:* *Theme: 2, 3*	Can name and characterize the different aspects of identity (race/ethnicity), gender and sexuality) associated with historical, social, cultural and political issues and events	Can name and characterize most of the different aspects of identity (race/ethnicity), gender and sexuality) associated with historical, social, cultural and political issues and events	Comprehends some of the different aspects of identity (race/ethnicity), gender and sexuality) associated with historical, social, cultural and political issues and events	Does not demonstrate awareness different aspects of identity
Recognition of Perspective *GE Goals:* *Theme 1, 3, 4*	Clearly articulates a point of view, and develops it in conversation with alternative perspectives	Articulates a point of view and acknowledges other possible positions, but does not engage with them.	Recognizes the possibility of multiple perspectives in a limited fashion	Recognizes only a single perspec
Stereotyping *GE Goals:* *Theme2*	Distinguishes between stereotype/myth and evidence-based analysis of identity in an insightful manner; assesses harms based on stereotypical characterizations	Identifies stereotypes and myths related to race/ethnicity, gender and sexual identity	Limited identification of stereotypes and myths	Fails to distinguish between stere and evidence
Methods *GE Goals:* *Theme 1, 4*	Demonstrates a thorough understanding of appropriate methods to gather data used to make conclusions	Demonstrates an understanding of appropriate methods to gather data used to make conclusions	Demonstrates an incomplete understanding of appropriate methods to gather data used	Fails to demonstrates unders appropriate methods to gather make conclusions

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			to make conclusions	
Identity as Social Construction *GE Goals:* *Theme1, 3*	Applies concepts relating to identity in distinct contexts	Recognizes and explains concepts relating to identity in works read	Recognizes concepts relating to identity	Fails to recognize concepts relati

Change in Syllabus

The syllabus is subject to change according to the progress made in covering course materials. Proper and prior notice will be given to students of such changes.

Official E-mail

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

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

Part I

(Check one)	Department Name	Special Education
___ New Course (Parts II, IV)	College	Education
___ Course Revision (Parts II, IV)	*Course Prefix & Number	
___ Hybrid Course ("S," "W")	*Course Title (30 characters)	
___ Course Dropped (Part II)	*Program Title	Moderate to Severe Disabilities
___ New Program (Part III)		(Major ___ , Option ___ ; Minor ___ ; or Certificate _X_)
X Program Revision (Part III)		
___ Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	Date		Date
Departmental Committee	5/5/2009	Graduate Council*	
Is this a SACS Substantive Change? **Yes****** ☐ **No** X		Council on Academic Affairs	
College Curriculum Committee		Approved Disapproved	
General Education Committee*		Faculty Senate**	
Teacher Education Committee*		Board of Regents**	
		Council on Postsecondary Edu.***	

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

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

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

Remove NSC 700 from the MSD Program and provide an option for students because the content is similar in SED 718 & OTS 715. Delete SED 240,

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

Fall 2009

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

B. The justification for this action:

Reduce the number of hours in the MSD graduate certification program from 42/45 hours to 34/40 hours.

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 ~~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.)

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.)

Moderate and Severe Disabilities
 The prerequisites are an undergraduate degree and KY
Provisional Teaching Certificate in <u>IECE</u>, P-5, 5-9, or High School for classroom teachers. Candidates must also have completed the following or equivalent prerequisite course work:
Prerequisite Courses ....12 hours
 ELE 445 ~~or EMG 445~~; ~~EMG 447 or 806~~; MAT 201~~, 202~~.
Required Courses ....45 hours
 ~~SED 240~~, 700, 704, ~~718~~, 722, 775, 735, 745, 777, 790;
 ~~NSC 700~~; OTS 715 <u>or SED 718</u>; SED 774*, 897.

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: Check all applicable	**FOR BANNER USE ONLY**
		Thesis	Date of data entry _____

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		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	Special Education
___ New Course (Parts II, IV)	College	Education
___ Course Revision (Parts II, IV)	*Course Prefix & Number	
___ Hybrid Course ("S," "W")	*Course Title (30 characters)	
___ Course Dropped (Part II)	*Program Title	Director of Special Education Alternate Certification Program
___ New Program (Part III)		(Major ___, Option ___; Minor ___; or Certificate _X_)
___ Program Revision (Part III)		
_X_ Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	Date		Date
Departmental Committee	5/5/2009	Graduate Council*	
Is this a SACS Substantive Change? **Yes****** [ ] **No** [X]		Council on Academic Affairs	
College Curriculum Committee		Approved Disapproved	
General Education Committee*		Faculty Senate**	
Teacher Education Committee*		Board of Regents**	
		Council on Postsecondary Edu.***	

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

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

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

Suspend the Director of Special Education Program Alternate Certification. The Education Professional Standards Board has requested this formal action to eliminate the program from their books. EKU has a Director of Special Education program that leads to certification in the field but not an alternative certification DoSE Program.

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

Spring 2009

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

None enrolled

B. The justification for this action:

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

Personnel Impact: none

Operating Expenses Impact: none

Equipment/Physical Facility Needs: none

Library Resources: none

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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.)

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.

<table>
<tr><td 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.)

</td></tr>
</table>

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.)

Professional Certificate for Director of Special Education

The prerequisites for admission to the program for the Professional Certificate for Director of Special Education are:

(a) a valid Kentucky certificate for teachers of exceptional children
(including speech-language pathologists) or for school psychologists
(b) three years of experience as a full time teacher of exceptional
children or speech-language pathologist and/or three years of experience
as a full-time school psychologist
(c) a minimum of a master's degree or planned fifth year program.
Prerequisite Courses* ....12 hours
 *The following or equivalent courses at the undergraduate or graduate level:
 SED 775 or 800, SED 790 (either SED 356, 793, 804, 806 or 809), 886.
COLLEGE OF EDUCATION
Required Courses ....15 hours
  SED 810, 814, 816 (six hours), EAD 801.
For the Professional Certificate for Director of Special Education, candidates
must enroll in SED 816 within three years of completing SED 810 and 814.
All required courses (EAD 801, SED 810, 814, and 816) must be completed within five years.

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

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

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

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

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

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	Special Education
___ New Course (Parts II, IV)	College	Education
___ Course Revision (Parts II, IV)	*Course Prefix & Number	
___ Hybrid Course ("S," "W")	*Course Title (30 characters)	
___ Course Dropped (Part II)	*Program Title	Special Education LBD MAED Alternative Cert.
___ New Program (Part III)		(Major _X_, Option ___; Minor ___; or Certificate ___)
___ Program Revision (Part III)		
X Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	Date		Date
Departmental Committee	5/5/2009	Graduate Council*	
Is this a SACS Substantive Change? **Yes****** [ ] **No** [X]		Council on Academic Affairs	
College Curriculum Committee		Approved ___ Disapproved	
General Education Committee*		Faculty Senate**	
Teacher Education Committee*		Board of Regents**	
		Council on Postsecondary Edu.***	

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

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

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

Suspend Master of Arts in Education Program/Alternative Learning and Behavior Disorders Initial Certification Program.

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

Spring, 2009

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

Spring, 2009

B. The justification for this action:

Currently the number of students in the program is not adequate for continuation. Enrollment has declined every year since the inception of the program and graduates cannot find teaching positions. Therefore student are not applying to the program.

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

Personnel Impact: None

Operating Expenses Impact: None

Equipment/Physical Facility Needs: None

Library Resources: 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.)

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.)

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.)

MASTER OF ARTS IN EDUCATION
Alternative Learning & Behavior Disorders
Initial Certification Option
CRITERIA/PROCEDURES FOR ADMISSION
Students seeking admission to the program must:
1. Submit an application to the Graduate School indicating a bachelor's degree including all transcripts from accredited colleges attended except Eastern Kentucky University.
2. Provide evidence of the following prior to being accepted into the program:
a. Master's degree OR 3.0 overall GPA OR 3.0 on the last 60 hours of coursework.
b. Acceptable Graduate School Admission exams by one of the following:
GRE 450 verbal and 350 quantitative* **OR** a combined score of 800 **OR** GPA of 2.75 and composite GRE x GPA = 2400 and an on-demand writing task scored by LBD Faculty.
*Applicants who completed the GRE prior to October 1, 2002 must meet the following:
1100 total score or may use the following formula to meet the GPA and GRE requirements:
Minimum 2.75 GPA and minimum 1000 GRE to apply the formula GPA x GRE = minimum 3300.
Miller's Analogies Exam 36.
c. A professional resume.
d. An autobiography documenting relevant life/work/ educational experience.
e. Three letters of reference.
f. Complete two written disposition assignments given by the department.
g. An interview arranged by the Special Education Department.
CURRICULUM REQUIREMENTS
Program Requirements.. 49 hours
Special Education Core.. 34 hours
SED 745, 775, 776, 778, 790, 791, 793, 807, 856, 886, 897.
Professional Education Core.................................... 15 hours
EGC 820; ELE 871; EME 843, 872: EMG 806.

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	

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)			