

CHANGE UNDERGRADUATE DEGREE PROGRAM

PLEASE NOTE: To ensure that a series of changes to an existing degree program does not essentially create a new program, the Southern Association for the Accreditation of Colleges and Schools (SACS) requires submission of its Substantive Change Checklist for every program change. Prior to college-level review, you must fill out and submit the [SACS Substantive Change Checklist](#) to the Office of Institutional Effectiveness. Contact Institutional Effectiveness (OSPIE@uky.edu) for assistance.

Once approved at the college level, your college will send the proposal to the appropriate Senate academic council (HCCC and/or UC) for review and approval. Once approved at the academic council level, the academic council will send your proposal to the Senate Council office for additional review and then a 10-day posting online, during which senators review on their own and have an option to register an objection if they so desire. If no objection is raised to the Senate Council Office within ten days of the posting the proposal, then the program change is approved. The Senate Council Office will report approvals to the Provost, Registrar and other appropriate entities, including the contact person.

For every proposed change, you MUST also include the existing requirement.

SUMMARY OF CHANGES				
Check all that apply.				
<input type="checkbox"/>	Courses	<input type="checkbox"/>	Program name	<input type="checkbox"/>
<input type="checkbox"/>	Total required credit hours	<input type="checkbox"/>	Student learning outcomes	<input type="checkbox"/>
<input type="checkbox"/>	Criteria for admissions/progression/termination	<input type="checkbox"/>	Certificate assessment	<input checked="" type="checkbox"/>
<input type="checkbox"/>	Other			
1. General Information				
1a	Date of contact with Institutional Effectiveness (IE) ¹ :	8.20.19		
	<input checked="" type="checkbox"/> Appended to the end of this form is a PDF of the reply from Institutional Effectiveness.			
1b	College ² :	College of Education	Department ² :	EDSRC
1c	CIP code ³ :	13.1210	Today's Date:	8.20.19
1d	Current major name: (Biology, Design, etc.)	Interdisciplinary Early Childhood Education	Proposed major name:	n/a
1e	Current Degree (BA, BFA, etc.):	BSEDU	Proposed degree:	n/a
1f	Will there be any changes regarding a track(s) for the program?			Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
1g	Accrediting agency, if applicable:	CAEP		
1h	Date of most recent periodic program review for this degree:	2014		
1i	Requested effective date:	<input type="checkbox"/> Fall semester following approval.	OR	<input checked="" type="checkbox"/> Specific Date ⁴ : Fall 2020

¹ Prior to college-level review, you must fill out and submit the SACS Substantive Change Checklist to the Office of Institutional Effectiveness. You can reach Institutional Effectiveness by phone or email (257-1962 or OSPIE@uky.edu).

² It is not possible to change the home academic unit of a degree program via this form. To change the home unit, visit <https://www.uky.edu/universitysenate/forms> and look for the heading, "Forms Related to Academic Organizational Structure."

³ The CIP code is provided by Institutional Effectiveness. If a different CIP code is necessary, the program may undergo a review similar to the new program approval process.

⁴ No program change(s) will be effective until all approvals are received.

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1j	Contact person name:	Sarah Hawkins-Lear	Phone / Email:	859-552-6954 / srhawk2@uky.edu
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2. Overview of Changes

2a	Describe the rationale for the changes, including results from the most recent program review if applicable. (450 word limit)
	We are requesting that IEC 552 - Administration and Supervision in Interdisciplinary Early Childhood Education be changed to a Teacher Education Program (TEP) restricted course; meaning that students must be admitted into TEP before taking the course. We are also requesting that IEC 512 - Language and Literacy for Young Children be changed from a TEP restricted course to a non-TEP restricted course; meaning that students are not required to be admitted into TEP prior to taking this course. These changes are requested to improve the scope and sequence of the IEC curriculum. For example, students should not learn about managing and supervising within an early childhood educational center (as is taught within IEC 552) prior to having sufficient knowledge and experience in early childhood education (as is provided in IEC 512).

2b	Use the fields below, as applicable, to identify the areas in which changes will be made.		
		Current	<i>Proposed</i>
i.	Credit Hours of Premajor Courses:		
ii.	Credit Hours of Preprofessional Courses:		
iii.	Credit Hours of Major Core Course Requirements		
iv.	Minimum Credit Hours of Guided Electives:		
v.	Minimum Credit Hours of Free Electives:		
vi.	Credit Hours for Track 1 (name):		
vii.	Credit Hours for Track 2 (name):		
viii.	Credit Hours for Track 3 (name):		
ix.	Credit Hours for Track 4 (name):		
x.	Credit Hours for Track 5 (name):		
xi.	Credit Hours for Required Minor:		
xii.	Total Credit Hours Required by Level:	100-level:	
		200-level:	
		300-level:	
		400-level:	
		500-level:	

	TOTAL CREDIT HOURS REQUIRED FOR GRADUATION:	_____	_____
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xv.	If the total hours required for graduation have changed, explain below. (150 word limit)
	Total hours for graduation have not changed for any of the above.

2c	Will the requested change(s) result in the use of courses from another educational unit?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If "Yes," describe generally the courses and how they will used.		
	n/a		
	If "Yes," two pieces of supporting documentation are required.		

Check to confirm that appended to the end of this form is a letter of support from the appropriate chair/director⁵ of each unit from which individual courses will be used.

Check to confirm that appended to the end of this form is verification that the chair/director of each affected unit has consent from the faculty members of the unit. This typically takes the form of meeting minutes.

2d Will the proposed change(s) affect an associated minor? Yes No

If "Yes," the department must also submit a change form to change the minor.

3. UK Core Courses

3a Are there any proposed changes to the UK Core requirements for the program? (If "Yes," indicate and proceed to next question. If "No," indicate and proceed to 4a.) Yes No

If "Yes," note the specific changes in the grid below.

UK Core Area	Current Course	Current Credits	Proposed Course	Proposed Credits
I. Intellectual Inquiry				
Arts and Creativity				
Humanities				
Social Sciences				
Natural/Physical/Mathematical				
II. Composition and Communication				
Composition and Communication I	CIS/WRD 110	3	<i>CIS/WRD 110</i>	3
Composition and Communication II	CIS/WRD 111	3	<i>CIS/WRD 111</i>	3
III. Quantitative Reasoning				
Quantitative Foundations				
Statistical Inferential Reasoning				
IV. Citizenship (one course in each area)				
Community, Culture & Citizenship in USA				
Global Dynamics				

Total UK Core Hours _____

3b Provide the Bulletin language about UK Core.

4. Graduation Composition and Communication Requirement

4a Will the Graduation Composition and Communication requirement be changed? (If "Yes," indicate and proceed to next question. If "No," indicate and proceed to 5a.) Yes No

If "Yes," note the specific changes below, including changes to credit hours.

If the course(s) used are from outside the home unit, one piece of supporting documentation is required.

⁵ A dean may submit a letter only when there is no educational unit below the college level, i.e. there is no department/school.

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<input type="checkbox"/> Check to confirm that appended to the end of this form is a letter of support from the other units' chair/director ⁶ from which individual courses will be used.	
<i>Current</i>	<i>Proposed</i>
i. <input type="checkbox"/> Single course in home unit:	<input type="checkbox"/> <i>Single course in home unit:</i>
ii. <input type="checkbox"/> Multiple courses in home unit.	<input type="checkbox"/> <i>Multiple courses in home unit.</i>
iii. <input type="checkbox"/> Single course outside home unit.	<input type="checkbox"/> <i>Single course outside home unit.</i>
iv. <input type="checkbox"/> Multiple courses outside home unit.	<input type="checkbox"/> <i>Multiple courses outside home unit.</i>
v. <input type="checkbox"/> Course(s) inside & outside home unit.	<input type="checkbox"/> <i>Course(s) inside & outside home unit.</i>
4b Provide the Bulletin language about GCCR below.	

5. Other Course Changes

5a	Will the college-level requirements change? (If "Yes," indicate and note the specific changes in the grid below. If "No," indicate and proceed to question 5c.)			Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
<i>Current</i>		<i>Proposed</i>				
<input type="checkbox"/> Standard college requirement		<input type="checkbox"/> <i>Standard college requirement</i>				
<input type="checkbox"/> Specific course		<input type="checkbox"/> <i>Specific course</i>				
Prefix & Nmbr	Credit Hrs	Title	Prefix & Nmbr	Credit Hrs	Title	Course Status ⁷
						Select one....
						Select one....
						Select one....
5b	Will the existing language in the Bulletin about college-level requirements change?			Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
If "Yes," provide the new language below.						
5c	Will the pre-major or pre-professional course requirements change? (If "Yes," indicate and note the specific changes in the grid below. If "No," indicate and proceed to question 5e.)			Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
<i>Current</i>		<i>Proposed</i>				
Prefix & Nmbr	Credit Hrs	Title	Prefix & Nmbr	Credit Hrs	Title	Course Status ⁸
						Select one....
						Select one....
						Select one....

⁶ A dean may submit a letter only when there is no educational unit below the college level, i.e. there are no departments/schools.

⁷ Use the drop-down list to indicate if the course is a new course ("new"), an existing course that will change ("change"), or if the course is an existing course that will not change ("no change").

⁸ Use the drop-down list to indicate if the course is new, exists but will change, or exists but will not change.

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						Select one....
						Select one....

5d Provide the Bulletin language about pre-major or pre-professional courses below.

5e Will the major’s core course requirements change? (If “Yes,” indicate and note the specific changes in the grid below. If “No,” indicate and proceed to question 5g.) Yes No
 If “Yes,” note the specific changes in the grid below.

Current			Proposed			
Prefix & Nmbr	Credit Hrs	Title	Prefix & Nmbr	Credit Hrs	Title	Course Status ⁹
						Select One
		(See the attached document for bulletin language.)				Select one....
						Select one....
						Select one....
						Select one....
						Select one....
						Select one....
						Select one....
						Select one....
						Select one....
						Select one....
						Select one....
						Select one....
						Select one....
						Select one....
						Select one....

5f Provide the Bulletin language for major core course requirements.
 (See the attached document for bulletin language.)

5g Will the guided electives change? (If “Yes,” indicate and note the specific changes in the grid below. If “No,” indicate and proceed to question 5i.) Yes No

Current			Proposed			
Prefix & Nmbr	Credit Hrs	Title	Prefix & Nmbr	Credit Hrs	Title	Course Status ¹⁰
						Select one....

⁹ Use the drop-down list to indicate if the course is new, exists but will change, or exists but will not change.

¹⁰ Use the drop-down list to indicate if the course is new, exists but will change, or exists but will not change.

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						Select one....
						Select one....
						Select one....
						Select one....
						Select one....

5h	Provide the Bulletin language for guided electives.

5i	Will the free electives change? (If “Yes,” indicate and note the specific changes in the space below. If “No,” indicate and proceed to question 5j.)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

5j	Does the proposed change affect any track(s)? (If “Yes,” note the specific changes using the grid below. If “No,” proceed to question 6.)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If more than one track is affected, click HERE for a template. Append a PDF for each affected track to the end of this form.		

Track Name:		<input type="checkbox"/> New Track	<input type="checkbox"/> Changed Track	<input type="checkbox"/> Deleted Track		
<i>Current</i>			<i>Proposed</i>			
Prefix & Nmbr	Credit Hrs	Title	Prefix & Nmbr	Credit Hrs	Title	<i>Course Status¹¹</i>
						Select one....
						Select one....
						Select one....
						Select one....
						Select one....
						Select one....

5k	Provide the Bulletin language for the track.

6. Semester by Semester Program

List below the typical semester-by-semester program for the major. If multiple tracks are available, click [HERE](#) for a template for additional tracks and append a PDF of each track’s courses to the end of this form.

YEAR 1 – FALL: (e.g. “BIO 103; 3 credits”)	CIS/WRD 110 (CC1) UK Core A&C MA 111 (recommended for QFO) IEC 120 HIS 108 or HIS 104 (HU)	YEAR 1 – SPRING:	CIS/WRD 111 (CC2) EDS 375 PSY 100 (SSC) BIO 102 (NS) or BIO 103 HIS 109 or HIS 105
YEAR 2 - FALL :	EDP 202 STA 210 (recommended)	YEAR 2 – SPRING:	EPE 301 (CCC) UK Core GDY

¹¹ Use the drop-down list to indicate if the course is new, exists but will change, or exists but will not change.

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	for SIR) BIO 103 or MA 201* BIO 111 IEC 255		IEC 256 IEC 260
YEAR 3 - FALL:	SOC 101 IEC 512* EDS 513 EDS 530 (GCCR)	YEAR 3 - SPRING:	IEC 546 IEC 557 EDS 516 IEC 522
YEAR 4 - FALL:	EDC 317 IEC 507 IEC 508 IEC 509 IEC 510 IEC 552*	YEAR 4 - SPRING:	IEC 411

7. Approvals/Reviews

Information below does not supersede the requirement for individual letters of support from educational unit administrators and verification of faculty support (typically takes the form of meeting minutes).

In addition to the information below, attach documentation of department and college approval. This typically takes the form of meeting minutes but may also be an email from the unit head reporting department- and college-level votes.

	Reviewing Group Name	Date Approved	Contact Person Name/Phone/Email
7a	(Within College)		
	EDSRC	8.20.19	Ralph Crystal -Department Chair / (859) 257-8275 / ralph.crystal@uky.edu
	Courses & Curricula Comm	9/04/19	Jane Jensen/257-1929/jane.jensen@uky.edu
	College of Education	9/20/19	Rosetta Sandidge/8-2887/rosetta.sandidge@uky.edu
			/ /
7b	(Collaborating and/or Affected Units)		
	IECE	8.20.19	Ralph Crystal -Department Chair / (859) 257-8275 / ralph.crystal@uky.edu
			/ /
			/ /
			/ /
			/ /
7c	(Senate Academic Council)		Date Approved
	Health Care Colleges Council (if applicable)		
	Undergraduate Council		10/29/19
			Joanie Ett-Mims

B.S. in Education with a major in INTERDISCIPLINARY EARLY CHILDHOOD EDUCATION

Requirements for Program

Early Childhood Education is an interdisciplinary program which will prepare educators to work with children birth through age five, in public pre-primary classes and non-public institutions including day care, private preschool, and private kindergarten. The program is approved by the Kentucky Education Professional Standards Board to prepare graduates to seek a state teaching certificate in Interdisciplinary Early Childhood Education.

The faculty of the Interdisciplinary Early Childhood Education program are associated with the Department of Early Childhood, Special Education, and Rehabilitation Counseling. The faculty believe that teaching young children involves viewing children holistically, using structured behavioral approaches. They recognize that viewing children holistically requires considering all of the various settings of children's environment (e.g., home, school, and neighborhood) as well as the reciprocal relationship between any two of the following variables: the immediate context the child is active in, the individual child, and all aspects of the child's environment (including people). In the Interdisciplinary Early Childhood Education program, students will learn to apply behavioral principles for purposes of developing curricula, assessing child behavior, planning, implementing, and monitoring interventions, and assisting families. The program is guided by the standards of the National Association for the Education of Young Children, and the Division of Early Childhood of the Council For Exceptional Children.

To receive the B.S. degree in Education with a major in Interdisciplinary Early Childhood Education, students must: (1) complete the UK Core requirements; (2) complete the premajor requirements; and (3) complete requirements for the Interdisciplinary Early Childhood Education major, including required student teaching experiences and other practica. To be state-certified, candidates must also successfully complete all state-mandated testing requirements.

Continuous Assessment

- All students in the interdisciplinary early childhood education program are expected to meet the standards and rules for Admission, Retention, and Exit from Teacher Education Programs as set forth in the section "Admission, Retention and Completion from Teacher Education Programs".
- Assessment at the Point of Entry to the IECE Program.** The admission process provides the first point for formal assessment of the competencies outlined in the Initial Certification Program Folio for the program. Students who apply for admission

must (a) meet the requirements for admission to the Teacher Education Program, and (b) be able to articulate their philosophy of teaching and document their experiences with young children in an initial portfolio and an entrance interview.

- On-going Assessment.** Once a student is admitted to the program, he/she meets with an advisor to plan the remainder of the program. Prior to the student teaching semester, the student must present a portfolio that documents his/her progress toward meeting program competencies.
- Completion Assessment.** At the exit assessment, students must document that they have met all program competencies through a final review of their portfolio and the successful completion of student teaching in an appropriate school placement for young children with and without disabilities.

Statement on Student Teaching

Student teaching in the Interdisciplinary Early Childhood Education program is 16-18 weeks. Students will enroll in:

IEC 411 Student Teaching in Interdisciplinary Early Childhood Education	12
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Degree Requirements

Students in Interdisciplinary Early Childhood Education must complete the following:

- Complete the UK Core requirements.
- Complete all degree requirements.
- Complete the required curriculum in the major program.
- All students majoring in Interdisciplinary Early Childhood Education must apply and be admitted to the professional Teacher Education Program in order to complete the program.

UK Core Requirements

See the *UK Core* section of this Bulletin for the complete UK Core requirements. The courses listed below are (a) recommended by the college, or (b) required courses that also fulfill UK Core areas. Students should work closely with their advisor to complete the UK Core requirements.

I. Intellectual Inquiry in Arts and Creativity

Choose one course from approved list 3

II. Intellectual Inquiry in the Humanities

Choose one course from approved list 3

III. Intellectual Inquiry in the Social Sciences

Choose one course from approved list 3

IV. Intellectual Inquiry in the Natural, Physical, and Mathematical Sciences

Choose one course from approved list 3

V. Composition and Communication I

CIS/WRD 110 Composition and Communication I 3

VI. Composition and Communication II

CIS/WRD 111 Composition and Communication II 3

VII. Quantitative Foundations

Choose one course from approved list 3

VIII. Statistical Inferential Reasoning

STA 210 Making Sense of Uncertainty:

An Introduction to Statistical Reasoning 3

IX. Community, Culture and Citizenship in the USA

Choose one course from approved list 3

X. Global Dynamics

Choose one course from approved list 3

UK Core hours 30

Graduation Composition and Communication Requirement (GCCR)

EDS 530 Moderate and Severe Disabilities 3

Graduation Composition and Communication Requirement hours (GCCR) 3

Premajor Requirements Hours

BIO 102 Human Ecology 3

BIO 103 Basic Ideas of Biology 3

BIO 111 General Biology Laboratory 1

HIS 104 A History of Europe through the

Mid-Seventeenth Century

and

HIS 105 A History of Europe from the Mid-Seventeenth Century to the Present

OR

HIS 108 History of the United States Through 1876

and

HIS 109 History of the United States Since 1877 6

PSY 100 Introduction to Psychology 4

SOC 101 Introduction to Sociology 3

IEC 120 Introduction to Early Childhood Education 3

Subtotal: Premajor hours 23

All students in Interdisciplinary Early Childhood Education must apply, and be admitted to, and be retained in a Teacher Education Program (TEP), and complete a state approved university teacher training program in Early Childhood Education to be able to apply for certification. Students who are interested in certification in Early Childhood Education need to meet with a certification officer in the College of Education **prior** to completing 60 semester hours to discuss state certification and TEP requirements. A minimum 2.75 cumulative GPA is required to be eligible to apply for admission to TEP. TEP applications will be reviewed for students who have completed, or will complete during the semester in which they apply, 60 semester hours, including EDP 202, EDS 375, IEC 255, and IEC 256 with a grade of C or better.

Major Requirements Hours

IEC 255 Child Development 3

IEC 256 Guidance Strategies for

Working with Young Children 3

IEC 557 Infant Development 3

EPE 301 Education in American Culture

or

FAM 544 Cultural Diversity in American Children and Families

or

*Cultural Diversity Course 3

IEC 260 Curriculum Planning in Interdisciplinary

Early Childhood Education 4

IEC 546 Transdisciplinary Services

for Young Children 3

~~IEC 552 Administration and Supervision in~~

~~Interdisciplinary Early Childhood~~

~~Education Programs 3~~

EDP 202 Human Development and Learning 3

EDS 375 Introduction to Education of

Exceptional Children 3

IEC 512 Language and Literacy for Young Children.....3

EDS 513 Legal Issues in Special Education 3
 EDS 516 Principles of Behavior
 Management and Instruction 3
 EDS 522 Children and Families 3
 EDS 530 Moderate and Severe Disabilities 3
 *With program faculty approval.

Courses taken after admission to Teacher Education Program:

EDC 317 Introduction to Instructional Media 1
 IEC 507 Assessment of Young Children 3
 IEC 508 Advanced Curriculum Planning in
 Interdisciplinary Early Childhood Education 3
 IEC 509 Intervention Planning for
 Children With Special Needs 3
 IEC 510 Practicum in Interdisciplinary
 Early Childhood Education 3
**IEC 512 Language and Literacy
 for Young Children 3**
 IEC 411 Student Teaching in Interdisciplinary
 Early Childhood Education 12
**IEC 552 Supervision and Administration in Interdisciplinary
 Early Childhood Programs 3**

**Subtotal: Major hours 68
 Electives**

Electives for 120 total credit hours chosen with the help of an advisor.

TOTAL HOURS 120

**B.S. in Education with a major in
 KINESIOLOGY
 (Teacher Certification Program)**

Requirements for Program

The Department of Kinesiology and Health Promotion offers undergraduate courses and degree programs in kinesiology (physical education) and health promotion. These programs support the UK educator preparation unit’s theme of Research and Reflection for Learning and Leading. The process of reflective decision-making is imbedded in the departmental philosophy that students learn best through experiencing. The kinesiology program is guided by the standards of the National Association for Sport and Physical Education (NASPE), and the Kentucky New Teacher Standards.

The kinesiology program ensures an understanding of and knowledge about the structure of physical education through the content courses of anatomy, physiology, kinesiology, exercise physiology, and nutrition. Application of this knowledge is demonstrated in physical education to ensure discipline knowledge for teaching.

The B.S. in Kinesiology requires completion of: (1) the UK Core requirements; (2) specified course work in Program Related Studies and Professional Education; and (3) one of the kinesiology plans. All kinesiology students are encouraged to complete Plan 1, which includes majors in kinesiology and health promotion, so that on graduating they will be qualified to pursue state teaching certification in physical education and health, grades P-12. In addition, students who choose to major in either kinesiology or health promotion **only**, must pick up a university-approved minor, and are only certified to teach in the single discipline selected.

Continuous Assessment

1. All students in the kinesiology program are expected to meet the standards and rules for Admission, Retention, and Exit from Teacher Education Programs as set forth in the section “Admission, Retention and Completion from Teacher Education Programs”.
2. The kinesiology program stimulates higher performance goals for high-performing students by offering several modes of performance. Examples are: (a) skills in performing physical activities; (b) skills in writing and oral presentations in theory courses; (c) computer technological skills in some courses; and (d) leadership skills demonstrated by high-performing students who serve as class leaders, peer tutors, and/or assistant instructors.
3. After admittance to the program, students not only must maintain a 2.75 cumulative GPA, they must continue to exhibit desirable professional characteristics to remain in the program. Students who demonstrate a lack of commitment, effort, professional behavior, knowledge, or teaching skills may be removed from the program until these characteristics are demonstrated.

Statement on Student Teaching

Students who are majoring **only** in kinesiology will enroll in:

KHP 369 Student Teaching in Physical Education 12

Students who are completing a major in both kinesiology and health promotion will enroll in:

KHP 369 Student Teaching in Physical Education 6

and

KHP 371 Student Teaching in Health Education 6

In this situation, student teaching time will be divided between the high school, middle school, and elementary grades, with student teaching supervision occurring cooperatively between the kinesiology and health promotion faculty.

UK Core Requirements

See the *UK Core* section of this Bulletin for the complete UK Core requirements. The courses listed below are (a) recommended by the college, or (b) required courses that also fulfill UK Core areas. Students should work closely with their advisor to complete the UK Core requirements.

I. Intellectual Inquiry in Arts and Creativity

Choose one course from approved list 3

II. Intellectual Inquiry in the Humanities

Choose one course from approved list 3

III. Intellectual Inquiry in the Social Sciences

Suggested:
 SOC 101 Introduction to Sociology 3

IV. Intellectual Inquiry in the Natural, Physical, and Mathematical Sciences

Suggested:
 BIO 103 Basic Ideas of Biology 3

V. Composition and Communication I

CIS/WRD 110 Composition and Communication I 3

VI. Composition and Communication II

CIS/WRD 111 Composition and Communication II 3

VII. Quantitative Foundations

Choose one course from approved list 3

VIII. Statistical Inferential Reasoning

STA 210 Making Sense of Uncertainty:
 An Introduction to Statistical Reasoning 3

IX. Community, Culture and Citizenship in the USA

Choose one course from approved list 3

X. Global Dynamics

Choose one course from approved list 3

UK Core hours 30

Graduation Composition and Communication Requirement (GCCR)

KHP 300 Psychology and Sociology of
 Physical Education and Sport 3

**Graduation Composition and Communication
 Requirement hours (GCCR) 3**

**Program Related Studies Sequence (19 hours)
 Hours**

BIO 103 Basic Ideas of Biology 3
 PSY 100 Introduction to Psychology 4
 SOC 101 Introduction to Sociology 3
 KHP 205 Anatomy and Physiology for Health
 and Physical Education 3
 KHP 240 Nutrition and Physical Fitness 3
 DHN 101 Human Nutrition and Wellness 3

**Professional Education Course Sequence
 (32 hours)**

Hours

EDP 202 Human Development and Learning 3
 EDP 203 Teaching Exceptional Learners
 in Regular Classrooms 3
 KHP 263 Curriculum Design and Developmental
 Sports Skills in the Elementary School 3
 *EDC 317 Introduction to Instructional Media 1
 *KHP 344 Physical Education
 in the Secondary School 3
 *KHP 360 Physical Education
 in the Elementary School 3
 *KHP 361 Field Experiences 1
 *KHP 369 Student Teaching in
 Physical Education 6-12
 *KHP 371 Student Teaching in Health Education 6
 (if double-majoring in kinesiology and
 health promotion)
 *KHP 430 Methods of Teaching Health Education 3
 *These courses require admission to the Teacher Education
 Program.

Majors and Minors (51-63 hours)

Plan 1

Kinesiology major (33 hours) and Health Promotion major (30 hours)

Plan 2

Kinesiology major (33 hours) and one or more university approved minors (18-21 hours). **Note:** University-approved minors outside of the College of Education must be planned with an advisor in the appropriate college if the student wishes to have the minor appear on his/her transcript.



noreply@qualtrics-survey.com

Tue 8/20/2019 12:45 PM

Shepley, Collin N. ✉



Dear Collin Shepley,

Thank you for your email regarding the proposed program change(s) to **Interdisciplinary Early Childhood Education, Bachelor's (13.1210)**.

My email will serve 2 purposes: 1.) Next steps for **SACSCOC**, and 2.) Verification and notification that you have contacted OSPIE—a Senate requirement for proposal approval.

1. **Next steps for SACSCOC:** None required
2. **Verification that OSPIE has reviewed the proposal:** Based on the proposal documentation presented and Substantive Change Checklist, the proposed program changes (refer to list below) are not substantive changes as defined by the University or **SACSCOC**, the university's regional accreditor. Therefore, no additional information is required by the Office of Strategic Planning & Institutional Effectiveness at this time. The proposed program change(s) may move forward in accordance with college and university-level approval processes.

Description of Proposed Change(s):

· We are requesting that IEC 552 - Administration and Supervision in Early Childhood Education be changed to a Teacher Education Program (TEP) restricted course; meaning that students must be admitted into TEP before taking the course. We are also requesting that IEC 512 - Language and Literacy be changed from a TEP restricted course to a non-TEP restricted course; meaning that students are not required to be admitted into TEP prior to taking this course. These changes are requested to improve the scope and sequence of the IEC curriculum. For example, students should not learn about managing and supervising within an early childhood educational center prior to having sufficient knowledge and experience in early childhood education.

Should you have questions or concerns about UK's substantive change policy and its procedures, please do not hesitate contacting our office.

Office of Strategic Planning & Institutional Effectiveness

University of Kentucky

Visit the Institutional Effectiveness Website: <https://proxy.qualtrics.com/proxy/>

[url=http%3A%2F%2Fwww.uky.edu%2Fie&token=w%2BXHkAS0tASxS4xDceQ8e0MxnHdJ2Eu4smnkDcYodCE%3D](http://3A%2F%2Fwww.uky.edu%2Fie&token=w%2BXHkAS0tASxS4xDceQ8e0MxnHdJ2Eu4smnkDcYodCE%3D)

EDSRC Faculty Meeting Minutes
August 20, 2019, 9 – 10:00 am
222 Taylor Education Building

Continental Breakfast: 8:30 to 9 am

Present: Abner, Ackerman, Ault, Bausch, Crystal, Grisham-Brown, Harley, Hawkins-Lear, Horn, Kaiser, Lane, Lee, Levine, Maxwell, McCormick, Rogers, Sampson, C. Shepley, S. Shepley, Spriggs, Bates, McCord, Shelton, Stewart, Gooden, Carpenter, Wilson, Sheppard-Jones.

Call to Order

Ralph M. Crystal, Chair

-Dr. Crystal welcomed everyone to the meeting. Thank you for coming today. We plan on ending this meeting by 10 in order to move on to our Program Meetings.

-Dr. Crystal introduced Aimee Baston who is our new college philanthropy specialist. Amy commented that her job is to help us in locating funding from private donors whether its alumni, businesses, etc. She added that if you have someone who might want to help support this department please let her know. She will contact them for a meeting and invite you to be involved as well. By the same token, if she finds someone who is interested in offering funding, she will reach out to us. We are important to the donor process for many reasons such as sharing our vision and showing the love of what we do to motivate potential donors. She is located in Dickey Hall.

Approval of minutes:

May 07, 2019

-S. Shepley made a motion to accept the previous minutes. Ault seconded the motion and the vote taken was unanimous.

-One brief note – Dr. Crystal has asked Hollie and Denise to assist with taking minutes. Hollie shared that she is using a voice recorder as well. Dr. Bausch asked if we could turn off the recorder when we are speaking off the record. Hollie agreed.

Announcements:

Welcome and Introduction of New EDSRC Faculty:

Dr. Justin Kaiser, Clinical Assistant Professor with the VI O&M Program

Dr. Collin Shepley, Assistant Professor with the IECE Program
Dr. Keith Wilson, Professor with the Counselor Education Program
Ms. Kelly Sampson, on her new appointment as Clinical Assistant Professor with the IECE Program
Carolyn Gooden -

-Dr. Crystal introduced and welcomed the new Administrative Services Assistant Senior Hollie Holladay.

Great News!! Congratulations to our Students, Staff, and Faculty!!

Congratulations to Professor Brian Bottge who received notification that his request for funding during the one-year extension of the AIMS project. This will enable project staff to complete writing projects related to the research that was conducted and prepare for continuation of project activities through replication studies.

Dr. Bottge attached screen shots (see attached) of the RFA description of the new IES Replication Grants. As you can see, our work with EAI is one of four exemplary programs in special education math that is eligible for replicating. The URL for the complete description of the grant competition is:

https://ies.ed.gov/funding/ncer_rfas/systematic_replications.asp

The grants awarded will be large, up to total \$4,000,000 for a 4-year award.

Congratulations to Dr. Allison Levine for receiving a Research and Creativity Award!

And to Dr. Levine for receiving an SEC Travel Grant Award which is for research with a colleague at Auburn University.

Dr. Levine has also been appointed as a blogger for the American Counseling Association (ACA).

Devin Graley graduated with her Masters in ABA in May 2019 and is a first-year doctoral student in our program. The Kentucky Association for Behavior Analysis (KYABA) Executive Committee informed her that she has been selected to receive the 2019 *KYABA Student Research Award*. This award is given to a student who demonstrates outstanding research or scholarship in the field of behavior analysis.

Devin was invited to receive the award and share brief remarks during the award ceremony at the [2019 Annual Conference](#). The ceremony will be held on Saturday,

September 7th at about 4:45pm in the [Founder's Union Building](#) on the University of Louisville, Shelby Campus

Congratulations, Devin!

-Crystal is having a meeting with Holly and M. Schroeder to discuss our budget/finances and how it is distributed to our department. The Counselor Education Program has a recurring account of _____ and he has been told this money will disappear and be replaced by a _____ model. There are other changes of which he has asked more clarification. We need to know exactly for what we are getting reimbursements. Part of the strategy he has is identifying folks (M. Bausch, M. Schroeder and K. McCormick) who can assist. These individuals know our history and it would be helpful for them to help him approach this matter. This will help us better propose for positions, etc. He is also getting the feeling from the meetings that they are looking at program growth. He understands that with a collection of tuition the University is looking at how programs are growing. He asked if there were questions. There were none.

-Also, our new Dean is our first social media Dean and encourages social media for the purpose of recruitment and retention of students. Also for promoting what we are doing and what our programs offer. S. Shepley asked how this is different from Beth Goins and Amanda Nelson and our current Marketing Department. She asked about possible concerns for not following exact laws/protocol. Rogers feels that before they launch anything we should have Beth and Amanda review. Bausch said maybe these ideas can go to the Media Committee for input. Lane is co-chairing that committee. He will share information as he learns of issues. Crystal said we can certainly wait on this until we have more information. He asked if we had a few faculty who might be willing to serve as liason's. He also thinks it would be helpful if we have a short you-tube video as a recruitment effort. Ault says in looking at other universities she does feel that a department's personal touch may definitely offer a more productive recruitment tool.

-Crystal thanked faculty for their input on the Dean's request for US News & World Report information.

Review and Sign _____ DOE – Bausch said the college is trying to come up with DOE equity and added please don't be afraid to put detail in your DOE. She feels the Dean is taking the DOE's very seriously and the more we input the better. C. Shepley asked if this is for the DOE's for this year. Bausch answered yes.

Hollie updated on the new Dining Option. All you can eat buffet – it is \$9 straight. Also, you can choose a meal option through payroll deduction for \$5.75. You can purchase a

reusable to-go box for \$5 and you can load up and get that for \$5.75. You can purchase the meal options or have them deducted from payroll.

-McCormick asked for Crystal/faculty input for the faculty council which is meeting at 10:00. Spriggs is concerned because of not being able to hire and only having an emergency hire situation. And, we are struggling. She feels we cannot keep operating our programs this way and it is concerning.

Faculty Presentations

None

Guests:

Ms. Aimee Baston (College Philanthropy Officer)
Dean Julian Vasquez Heilig will join us for lunch

Chair's Report

The request to change the department name to the Department of Early Childhood, Special Education, and Rehabilitation Counseling was submitted to Dean Heilig and Courses and Curricula on July 01, 2019.

A discussion of the department budget will be made along with information about faculty and staff positions.

Hollie Holladay will discuss a new dining option

Department Items – Old Business

Use of EDS 558 by non-EDS programs
Amy if you have taught an EDS 558 more than a couple times it should become it's own #.

Department Items – New Business

Reaffirmation of the department name change and a proposal to change the acronym for the department from EDSRC to EDSCE Education - Crystal

JAQs and Staff Assignments – Crystal

-Crystal updated on these. The Staff Assignment is attached. Dr. Wilson asked what is a JAQ. Hollie answered it is a Job Analysis Questionnaire.

EDS 701 – Dr. Amy Spriggs
IECE Course Change – Dr. Collin Shepley

Formation of a Social Media Committee

DGS Items – Dr. Melinda Ault

-Spriggs updated that we graduated our last LBD student. Spriggs made a motion to close the Learning Behavior Disorder Undergraduate Program. S. Shepley seconded and the vote was unanimous.

-Spriggs updated that she is EDS 701. Harley updated and will find out the exact reasoning and wording behind this effort. This matter will be tabled until September meeting. We are switching the topics. Fall class will be EDS 701 Variable – spring will be EDS 702 APA.

-C. Shepley updated that IECE met – discussed courses and content. We want approval from the department to do the following.

-C. Shepley IEC 552 be changed to TEP restricted. Spriggs seconded. Vote unanimous.
IEC 512 be made not TEP restricted. Maxwell seconded, all voted unanimously.

-Rogers discussed the RC Degree Name change. We are still working on the particulars. As far as the Department goes it is going through as Counselor Education.

-Crystal proposes if the Department name change is approved we change the Dept. Acronym to EDSCE. After a brief discussion, Crystal made a motion that if the Department Name Change is approved, the new acronym will be EDSCE. S. Shepley seconded the motion and the vote taken was unanimous.

Program/Department Items

- I. DGS/GASC items – Melinda updated on faculty title changes (this will go to Dean for approval and then to the Grad School for approval). This is from the GS database EDS database:
Remove – sara flannagain, Jennifer moved /Bausch seconded – unanimous.
Add to associate graduate faculty – C Shepley, j. keiser, a. Levine, k. Maxwell, c goodin. Harley seconded vote taken was unanimous.

-either add or move to grad faculty horn, lane, lee, Wilson, rogers to made motion to add graduate faculty. Melinda made motion EDS & RC to be added, Bausch seconded – all in favor – unanimous.

-If you ave students sitting out one or more semesters – they will need to complete a leave of absence. Please let your DGS know.

-Make sure if you have students you are giving an I – please complete the incomplete form –

-reminder – last year EDS / IEC are now uploading all student information.

-any publication you have co-authored please add to the file.

Announcements – MA – EDSRC graduate student resource document –
(get from recorder)

Drs. Ault & Rogers are creating a new docgtortal student orientation/breakfast.
Tuesday, 8/27 – not sure on time.

Melinda also discussed block funding this year – we should have it in September.
29,628.27. We have to spend that it does not roll over. Students can apply – it’s a
one time – apply for travel, health insurance, stipend(living expenses). Dr.
Bausch noted the money isn’t there yet and she has been hesitant until she
confirms the money is there before sending the notice. \$ from research acitivity
funds must go to research.

IEC items

- II. EDS items
- III. CE items
- IV. VI items, VI and O&M Updates
- V. ABA items
- VI. AT items

Committee Items – Updates

- VII. Faculty Council –McCormick
- VIII. Promotion & Tenure Committee – Grisham-Brown
- IX. Courses and Curricula – Rogers
- X. Research Advisory – Spriggs
- XI. Inclusiveness – Shepley
- XII. Media & Information – Lane
- XIII. Rules – Levine
- XIV. Graduate Recruitment, Retention & Student Success – Ault
- XV. Undergraduate Recruitment, Retention & Student Success - Maxwell
- XVI. Faculty & Student Recognition Committee – Brostek-Lee
- XVII. Staff Council – Bates

- XVIII. University Senate –
- XIX. Undergraduate Council - Spriggs

Ad Hoc Committees

1. Report from the Website Committee
2. Report from the Top 20 Research and Scholarship Committee
3. Report from the Department Block Funding Budget Committee

Student Organizations

- XXII KAECE – KY Association for Early Childhood Educators – Sampson
- XXIII Student Council for Exceptional Children (SCEC) – Spriggs and Hawkins-Lear
- XXIV Rehabilitation Counseling Student Association (RCSA)
 - a. Chi Sigma IOTA, Rho Zeta – Crystal
 - b. RCSA – Maxwell
- XXV Living Learning Program (LLP)

Adjournment

Lunch: 11:30

Next Meeting: Tuesday September 03, 2019 and the first Tuesday of the month at 12:30 to 2 pm. Grant Review meeting following the department meeting at 2pm

Attachments

Minutes from the department meeting of May 07, 2019.

Staff JAQ's and faculty assignments

Bottge Replication (In the One Drive)

Bausch made a motion to adjourn. Harley seconded and the vote taken was unanimous. Meeting adjourned at 10:15.