

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](mailto: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 checked="" type="checkbox"/>	Courses	<input type="checkbox"/>	Program name	<input type="checkbox"/>	Total required credit hours	<input type="checkbox"/>	Student learning outcomes
<input type="checkbox"/>	Criteria for admissions/progression/termination	<input type="checkbox"/>	Certificate assessment	<input type="checkbox"/>	Other		
<b>1. General Information</b>							
1a	Date of contact with Institutional Effectiveness (IE) <sup>1</sup> :	10.3.18					
	<input checked="" type="checkbox"/> Appended to the end of this form is a PDF of the reply from Institutional Effectiveness.						
1b	College <sup>2</sup> :	Education	Department <sup>2</sup> :	Curriculum & Instruction			
1c	CIP code <sup>3</sup> :	13.1203	Today's Date:	10.5.18			
1d	Current major name: (Biology, Design, etc.)	Middle Level Teacher Education	Proposed major name:				
1e	Current Degree (BA, BFA, etc.):	BA	Proposed degree:				
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:	December 2016-January 2017					
1i	Requested effective date:	<input checked="" type="checkbox"/> Fall semester following approval.	OR	<input type="checkbox"/> Specific Date <sup>4</sup> : Fall 20			

<sup>1</sup> 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](mailto:OSPIE@uky.edu)).

<sup>2</sup> 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."

<sup>3</sup> 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.

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

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1j	Contact person name:	Margaret Rintamaa	Phone / Email:	7-9324 / margaret.rintamaa@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)

In the Middle Level Teacher Education Program (MLTEP), we plan to change one course that students in the English/Language Arts track take. Right now they are required to take EDC 537: Advanced Applications of Teaching Writing, and instead we want them to take EDC 447: Applications of Teaching Middle Level English Language Arts. All of the students in the MLTEP are undergraduate students, and the undergraduate course that is specific to Middle Level is a better fit for their needs. Right now in taking the 500 level course, they are in class with graduate students who are already practicing teachers, and those teachers are across all levels, kindergarten through high school.

2b Use the fields below, as applicable, to identify the areas in which changes will be made.

		Current	Proposed
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:

\_\_\_\_\_

\_\_\_\_\_

xv. If the total hours required for graduation have changed, explain below. (150 word limit)

N/A

2c Will the requested change(s) result in the use of courses from another educational unit?

Yes

No

If "Yes," describe generally the courses and how they will be used.

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/director<sup>5</sup> 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
<b>I. Intellectual Inquiry</b>				
Arts and Creativity				
Humanities				
Social Sciences				
Natural/Physical/Mathematical				
<b>II. Composition and Communication</b>				
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
<b>III. Quantitative Reasoning</b>				
Quantitative Foundations				
Statistical Inferential Reasoning				
<b>IV. Citizenship (one course in each area)</b>				
Community, Culture & Citizenship in USA				
Global Dynamics				
<b>Total UK Core Hours</b>		<u>      </u>		<u>      </u>

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.

Check to confirm that appended to the end of this form is a letter of support from the other units'

<sup>5</sup> 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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chair/director <sup>6</sup> from which individual courses will be used.	
<b>Current</b>	<b>Proposed</b>
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 &amp; 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"/>
<b>Current</b>			<b>Proposed</b>				
<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 <sup>7</sup>	
						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"/>
<b>Current</b>			<b>Proposed</b>				
Prefix & Nmbr	Credit Hrs	Title	Prefix & Nmbr	Credit Hrs	Title	Course Status <sup>8</sup>	
						Select one....	
						Select one....	
						Select one....	
						Select one....	
						Select one....	

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

<sup>7</sup> 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”).

<sup>8</sup> 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....

5h	Provide the Bulletin language for guided electives.
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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"/>
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>
If more than one track is affected, click <a href="#">HERE</a> for a template. Append a PDF for each affected track to the end of this form.			

Track Name:		MLTE Content Specialization English Language Arts	<input type="checkbox"/> New Track		<input checked="" type="checkbox"/> Changed Track		<input type="checkbox"/> Deleted Track	
Current				Proposed				
Prefix & Nmbr	Credit Hrs	Title	Prefix & Nmbr	Credit Hrs	Title	Course Status <sup>11</sup>		
EDC 537	3	Advanced Applications of Teaching Writing	EDC 447	3	Applications of Teaching Middle Level English Language Arts	New		
						Select one....		
						Select one....		
						Select one....		
						Select one....		
						Select one....		

5k	Provide the Bulletin language for the track.
The list of Professional Education Courses would change from EDC 537 to include EDC 447 (page 237 in the Undergraduate Bulletin).	

**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.

<b>YEAR 1 – FALL:</b> (e.g. “BIO 103; 3 credits”)	UK Core class; 3 credits UK Core class; 3 credits UK Core class; 3 credits UK Core class; 3 credits UK Core class; 3 credits	<b>YEAR 1 – SPRING:</b>	UK Core class; 3 credits UK Core class; 3 credits UK Core class; 3 credits UK Core class; 3 credits PSY 100; 4 credits
<b>YEAR 2 - FALL :</b>	EDP 202; 3 credits EDP 203; 3 credits Content Specialization course; 3 credits Content Specialization	<b>YEAR 2 – SPRING:</b>	EPE 301; 3 credits Content Specialization course; 3 credits Content Specialization course; 3 credits

<sup>11</sup> 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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	course; 3 credits Content Specialization course; 3 credits		<i>Content Specialization course; 3 credits</i> <i>Content Specialization course; 3 credits</i>
<b>YEAR 3 - FALL:</b>	EDC 327; 3 credits EDC 341; 3 credits Content Specialization course; 3 credits Content Specialization course; 3 credits Content Specialization course; 3 credits	<b>YEAR 3 - SPRING:</b>	<i>EDC 330; 3 credits</i> <i>EDC 343; 3 credits</i> <i>2 of the following:</i> <i>EDC 346; 3 credits</i> <i>EDC 347; 3 credits</i> <i>SEM 345; 3 credits</i> <i>SEM 348; 3 credits</i> <i>Content Specialization course; 3 credits</i> <i>EDC 317; 1 credit</i>
<b>YEAR 4 - FALL:</b>	2 of the following: EDC 446; 3 credits EDC 447; 3 credits SEM 445; 3 credits SEM 448; 3 credits EDC 549; 6 credits	<b>YEAR 4 - SPRING:</b>	<i>EDC 549; 9 credits</i> <i>EDC 520; 3 credits</i>

**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.*

	<b>Reviewing Group Name</b>	<b>Date Approved</b>	<b>Contact Person Name/Phone/Email</b>
7a	(Within College)		
	<b>C&amp;I department</b>	10/12/18	<b>Jared Stallones / 7-3230 / jared.stallones@uky.edu</b>
	<b>COE Courses &amp; Curricula</b>	11/01/18	<b>Jane Jensen / 7-1929 / jjensen@uky.edu</b>
	College of Education	11/21/18	Melody Noland/7-5826/melody.noland@uky.edu
			/ /
7b	(Collaborating and/or Affected Units)		
			/ /
			/ /
			/ /
			/ /
			/ /
7c	(Senate Academic Council)		<b>Date Approved</b>
	Health Care Colleges Council (if applicable)		
	Undergraduate Council		4/16/19
			Joanie Ett-Mims

# Substantive Change Decision

N

noreply@qualtrics-survey.com



## Reply

Wed 10/3/2018 12:37 PM

To:

Rintamaa, Margaret

Inbox

Dear Margaret Rintamaa,

Thank you for your email regarding the proposed program change(s) to **Middle Level Teacher Education Program, Bachelor's (13.1203)**.

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):

· In the Middle Level Teacher Education Program (MLTEP), we plan to change one course that students in an English/language arts track take. Right now they are required to take EDC 537: Advanced Applications of Teaching Writing, and instead we want them to take EDC 447: Applications of Teaching Middle Level English Language Arts. All of the students in the MLTEP are undergraduate students, and the undergraduate course that is specific to Middle Level is a better fit for their needs. Right now in taking the 500 level course, they are in class with graduate students who are already practicing teachers, and those teachers are across all levels, kindergarten through high school.



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>

**Department Meeting Minutes****Feb. 8, 2019****9:30-11:30****355 DH****I. Roll Call**

- |                        |        |        |
|------------------------|--------|--------|
| a. Quorum present      | Y__x__ | N_____ |
| b. Recording Secretary | Y__x__ | N_____ |
| c. Chair present       | Y__x__ | N_____ |

**II. Approval of Agenda M/S/P****III. Approval of Minutes M/S/P****IV. Recognition & Appreciation M/S/P**Meade

Joni Meade appointed to Coventry Oak Community Forum.

Hruby

George Hruby interviewed in January for the LRA Newsletter Policy and Legislation Department.

**V. Old Business**

- A. Inclusiveness Committee Activities (Crowley) –Demystifying Appalachia panel discussion – Feb. 12.
- B. Course Approvals for Distance Learning (Mazur) - DL courses must be section 200 or above or students are charged out-of-state tuition. Event planner needs to be told if any course is DL when adding course each new semester.
- C. Clinical Faculty Reappointment Process (Stallones) Dr. Sandidge will clarify process with G.T. Lineberry in order to be in compliance with university regulations. Dr. Stallones will send recommendations next week.
- D. Other - none

**VI. New Business**

- A. EDC 447 new course approval (Rintamaa) Syllabus posted. Dr. Cantrell made motion to approve EDC 447 as new course. **M/S/P**
- B. EDC 395 sections (Darolia) –research course needs to be created for undergrad research by each department. More information coming.
- C. Faculty Performance Review Advisory Committee Election (Stallones) Paper ballot vote taken to establish committee from those who volunteered and write-in names were allowed.
- D. Evaluation Center Services Presentation by Dr. Sampson [Evaluation Center](http://www.evaluationcenter.uky.edu) [Shannon.sampson@uky.edu](mailto:Shannon.sampson@uky.edu)

- E. Global Pathways Presentation by Dr. Brennan and Prof. Holliday [bit.ly/GlobalPathwayDocs](http://bit.ly/GlobalPathwayDocs)
- F. Other
  - a. Turkish Fulbright – discussion to bring foreign students to Education Department and UK regularly.

## VII. Program, Committee, and Office Reports/Announcements

- A. University Senate (via email) Thanks for attending *Building Bridges* (Cantrell)  
<http://www.uky.edu/universitysenate/meetings>
- B. Faculty Council (via email)  
<http://sites.education.uky.edu/facultycouncil/agendas/>
- C. Courses and Curriculum News (via email)  
<https://luky.sharepoint.com/sites/coe/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2Fcoe%2FShared%20Documents%2FCommittees%2FCourses%20and%20Curricula%20Committee>
- D. Details on International book project to collect reference books to send out. (Perry)
- E. Self-authored text book was reviewed and approved by department committee. (Stallones)
- F. *Whistling Vivaldi* committee – faculty agreed to meet for discussion at monthly department meeting times.  
March = chapters 1-4. (Burns)
- G. Reminder of *Teachers Who Made a Difference* project ending in March. Presentation will be April 27. (Vimont)
- H. Scholarships for Study Abroad needs reviewers now (Groth)
- I. Social Studies standards were passed by KY Board of Education (Crowley)
- J. Budget Office (via email)
- K. Graduate Studies Office (via email)
- L. Department Office (via email)

## VIII. Adjourn – 11:13 a.m.

### Reminders:

Update Digital Measures  
Sunshine Fund

### Handouts:

January Meeting Minutes (via email)  
EDC 447 information (via email)

### Upcoming EDC Meetings:

Mar. 1  
Apr. 19  
May 10

**Department Meeting Minutes****Oct. 12, 2018****9:30-11:30****355 DH****I. Roll Call**

- |                        |        |        |
|------------------------|--------|--------|
| a. Quorum present      | Y__X__ | N_____ |
| b. Recording Secretary | Y__X__ | N_____ |
| c. Chair present       | Y__X__ | N_____ |

**II. Approval of Agenda M/S/P****III. Approval of Minutes M/S/P****IV. Recognition & Appreciation****Burns**

McCann, A. (2018, September 24). 2018's best & worst states for teachers: Ask the experts--Leslie David Burns.

Retrieved October 3, 2018 from <https://wallethub.com/edu/best-and-worst-states-for-teachers/7159/#expert=leslie-david-burns>.

Dr. Burns served as the featured expert for this economic study designed to rank states. The study focused on opportunity/competition and quality of work environment. Dr. Burns' contributions as the featured expert address auxiliary questions related to the study about the nature of the profession and how to attract and retain high quality teachers. The study has been shared online nearly 17,000 times since publication.

Invited: Dr. Burns accepted an invitation from Dr. Rebecca Rogers, 2017-18 Past President of the Literacy Research Association, to join the Edward Fry Book Award committee. The Fry Award committee is charged with assessing international publications on an annual basis, awarding work that advances knowledge, research, and intellectual risk-taking for the advancement of the field. Dr. Burns will serve a 3-year term.

**Crowley**

Article How Race is Taught to Whites to be in *Teachers College Record*.

**Hruby**

Hruby, G. G. (2018, September-October). How practitioners can inform policy [department column for Critical Perspectives on Literacy Policy and Practice]. *Journal of Adolescent and Adult Literacy*, 62, 215-218.

**Stallones**

Stallones, J.R. (2018). How Shall we Prepare Teachers for Deeper Community Partnerships? *Kentucky Teacher Education Journal* Volume 5: Issue 1, Article 6. Available at <https://digitalcommons.murraystate.edu/ktej/vol5/iss1/6>

## V. Old Business

- A. Self-Authored Textbook Use Committee (Stallones) Tenured faculty: Cantrell, Shake, Rintamaa volunteered
- B. Book Study Suggestions – **M/S/P** *Whistling Vivaldi* chosen. Will order with Dept. funds. (4 min)
- C. Elementary Education Program “C or Better” Expectation (White) Add a section under each competent areas “students will earn a C or better” added into bulletin under each section. Page 230 in bulletin. Courses are all in bulletin. Wording of motion: Moved we approve to make it clear to C&C. Discussion **M/S/P** Department decision important.  
(time stamp- 6M- 22.9’14 001 date)
- D. Other

## VI. New Business

- A. Reconstitute Budget Surplus Funding Committee (Stallones) Mazur on sabbatical. Dr. Huang appointed. **M/S/P** Stallones will call first meeting, (8M - 22.9’14 001 date)
- B. Feedback for COE Research Committee (K. Swan) Website update – view- discussion  
(time stamp – 9M 33S – 17M 55S 22.9’14 001 date)
- C. Faculty Performance Reviews (Stallones) Long discussion held to tweak procedures or change rules. More discussion needed on rules and advisory committee process. Previous discussion held last spring, April 20, 2018. Change is a process. No motion made to change scope of committee.  
(time stamp – 18M 05S – 57M 55S 22.9’14 001 date)
- D. Middle Level Program Change (Rintamaa)- wording of motion: Asst., Assoc., and Prof. in Regular, Special, and Clinical Title Series may vote. Motion made undergrads need broader level EDC447 as second level middle level. Motion made to approved a middle level course change **M/S/P** (time stamp –58M 00S-101M 02S- 22.9’14 001 date).
- E. Reinstate Jeffery Kimble into INAD Ed.D program (Perry) **M/S/P** Support his petition to the graduate school to be reinstated (time stamp –101M 10S-110M 20S - 22.9’14 001 date).
- F. Writing Wall in DH 355 (Brennan) Yes we should look into type of paint . Discussed white boards and discussed items to surplus from DH 355. (time stamp –110M 22S- 115M 20S- 22.9’14 001 date)
- G. State Actions and Implications for EDC (Stallones)
  - a. Coffee chat - KY HS graduation requirements- how should EDC respond? Chat with superintendent? Recommended faculty look at Prichard Committee website.
    - i. Exit exams
    - ii. Changes in requirements  
(time stamp –115M 22S- 121M 50S- 22.9’14 001 date)
- H. Other – Provost’s office = Discussion of promotion of online programs, growth programs RFP  
(time stamp –121M 02S- 122M 10S- 22.9’14 001 date)

## VII. Program, Committee, and Office Reports/Announcements

(time stamp –122M 22S- 142M 20S- 22.9'14 001 date)

- A. University Senate (via email) –  
<http://www.uky.edu/universitysenate/meetings>
- B. Faculty Council (via email) – reminder to faculty to complete survey on Dean's Search  
<http://sites.education.uky.edu/facultycouncil/agendas/>
- C. Courses and Curriculum News (via email) – Request to add to agenda
- D. Budget Office (via email) Discussed –
  - a. "Course Buyout" and costs of replacing instructors
- E. Graduate Studies Office (via email)
- F. Department Office (via email)
  - a. Fall 2019 Schedule due Nov. 21
  - b. Teaching Assistants now have mailboxes in main office
  - c. Sharepoint will be replacing Canvas for info and minutes
  - d. Edit web pages
    - i. Website change requests to Kara Hill [kara.hill@uky.edu](mailto:kara.hill@uky.edu)
    - ii. to update bios. <https://education.uky.edu/faculty/update/>
- G. UKCI Faculty Travel Grants (Maske) \$2500 – 10 faculty, \$1000 – Faculty to China. Research grand - \$10K per grant
- H. Belize Travel Class (Holliday/Seales) – Travel to Belize in Oct. to set up class for spring break.

Other: – EDC representative on COE Faculty and Student Recognition Committee, Dr. Burn reported Jeff Francisco's position of COE development officer not to be replaced. So reward committee will need to come up with a new system for recognition. He also discussed Awards – KY Alumni Great Teacher Award deadline Oct. 17- to be nominated by students. Dr. Burns will post information to share.

COE Faculty and Student Recognition Committee also discussed research awards to faculty - do you want again? Discussion faculty service, research, teaching. Let Dr. Burns know if you have interest.

(time stamp –142M 22S- 147M 50S- 22.9'14 001 date)

**Adjourn M/S/P** (time stamp – M 148 00S - 22.9'14 001 date)

## VIII.

### Reminders:

Update Digital Measures

Sunshine Fund

**Handouts:**

September Meeting Minutes (via email)  
Middle Level Program Change (via email)  
Belize Travel Class Flyer (via email)  
Reinstatement materials (on website)  
Auditor's Report (via email)  
FERPA reminder (via email)  
Recommended motion (via email)

**Upcoming EDC Meetings:**Dept. Meeting dates for 2018-19

Nov. 2  
Dec. 7  
Jan. 11  
Feb. 1  
Mar. 1  
Apr. 19  
May 10

**COLLEGE OF EDUCATION  
COURSES AND CURRICULA COMMITTEE MEETINGS 2018 2019**

**November 1, 2018, 12:30 -2:00pm, Room 151F, Taylor Education Building**

**Committee Members**

- C&I, Mary Shake
- ELS, Tricia Browne-Ferrigno (Justin Bathon substituting)
- EdSRC, Jackie Rogers
- EDP, Lisa Ruble (Via Zoom)
- EPE, Jane Jensen (Chair)
- KHP, Stephanie Bennett
- STEM, Brett Criswell
- Ex Officio, Melody Noland, Interim Associate Dean
- Ex officio, Margaret Schroeder, Associate Dean for Engagement
- Staff, Martha Geoghegan
- Staff, Gary Schroeder

**Approval of the Minutes for the October 4, 2018 meeting:**

Motion: Mary Shake

Second: Brett Criswell

Action: Approved

**Committee Issues for Discussion:**

1. A question has been raised about whether the committee can ask guests to wait outside prior to having their agenda item considered within the announced committee agenda. Under the open meetings rule, all committee meetings are open at all times.
2. Because of this issue, it was decided that the committee should try to meet in a different room, which would accommodate the committee and guests.

**From Kinesiology and Health Promotion**

New Program Proposal – Graduate Certificate in Sport, Fitness, and Recreation Management

*The College of Education proposes a graduate certificate in Sport, Fitness, and Recreation Management. The certificate will be a collaborative effort between the Department of Kinesiology and Health Promotion, The Department of Educational Policy Studies and Evaluation, and the Department of Educational Leadership. Students will complete a total of 15 graduate hours. This will consist of 9 required credit hours and 6 hours of elective credit.*

*The content of this Graduate Certificate in Sport, Fitness, and Recreation Management will focus on providing individuals with foundational concepts within sport and fitness. An interdisciplinary approach will give students a broad spectrum view of the past, present, and future challenges within sport. Students will learn how to critically analyze current trends, issues and procedures to formulate new problem-solving approaches within Sport, Fitness, and Recreation. The certificate allows students the opportunity to demonstrate research-based implementation of leadership principles in work-place settings. Students will be presented with multiple networking opportunities to allow for professional growth and development within the field of leadership.*



1. Motion to Approve
  - a. Motion: Lisa Ruble
  - b. Second: Mary Shake
2. Discussion:
  - a. Melody Noland represented the program developers to answer questions for the committee. She indicated that it was the intent of the developers that this graduate certificate would appeal to as many potential students as possible.
  - b. Margaret Mohr Schroeder commented on the way that the proposal and accompanying descriptive document were presented for review. She asked that the developers reorder their materials within the pdf to conform to normally acceptable format and avoid redundancies. Martha Geoghegan will communicate with Justin Nichols about what is expected before sending the approved program forward to the Senate committee.
  - c. Mary Shake questioned whether the required and elective courses listed in the proposal together reflect a multi-disciplinary focus as is required for undergraduate certificates.
  - d. Margaret Mohr Schroeder assured the committee that the university does not require cross disciplinary work in graduate certificates.
  - e. There was a question as to whether there is any limit on the number of hours that can be included in a graduate certificate. The answer is that graduate certificates can require no more than 18 hours.
3. Amendments: None
4. Action: Approved

#### **From Education Policy Studies and Evaluation**

Minor Change Proposal – EPE 797 Historical Research on Education (DL format)

*This proposal is for a minor change in the title of the course. The course title and bulletin description erroneously contain information about course delivery method (Distance Learning). The course was approved and is offered both F2F and DL and this delivery information should not be in the title or description. The new title will be “EPE 797 Historical Research on Education.”*

1. Motion to Approve
  - a. Motion: Justin Bathon
  - b. Second: Brett Criswell
2. Discussion: None
3. Amendments: None
4. Action: Approved

#### **From Curriculum and Instruction**

Program Change Proposal – Elementary Education BA

*The Elementary Education Teacher Education Program has had the expectation that our teacher candidates will earn grades of C or better in all Program Related Studies and Professional Education Requirements. However, we have never gone through the appropriate channels to make this expectation clear and official for our teacher candidates. We are proposing the addition of our expectations for our students to earn a C or better in both University of Kentucky Undergraduate Bulletin headings of Program Related Studies and Professional Education Requirements.*

*In the 2018-19 Undergraduate Bulletin on page 230 under the heading of Program Related Studies: Students must earn a C or better in all of the following courses and/or program approved substitutions.*

1. Motion to Approve
  - a. Motion: Justin Bathon
  - b. Second: Stephanie Bennett
2. Discussion: Jensen noted that the proposal did not include a listing of the affected courses, but did not request that these be added.
3. Amendments: None
4. Action: Approved

#### **Program Change Proposal – Middle Level Teacher Education Program**

*In the Middle Level Teacher Education Program (MLTEP), we plan to change one course that students in the English/Language Arts track take. Right now they are required to take EDC 537: Advanced Applications of Teaching Writing, and instead we want them to take EDC 447: Applications of Teaching Middle Level English Language Arts. All of the students in the MLTEP are undergraduate students, and the undergraduate course that is specific to Middle Level is a better fit for their needs. Right now in taking the 500 level course, they are in class with graduate students who are already practicing teachers, and those teachers are across all levels, kindergarten through high school.*

*The list of Professional Education Courses would change from EDC 537 to include EDC 447 (page 237 in the Undergraduate Bulletin).*

1. Motion to Approve
  - a. Motion: Mary Shake
  - b. Second: Brett Criswell
2. Discussion: None
3. Amendments: None
4. Action: Approved

#### **From Early Childhood, Special Education, & Rehabilitation Counseling**

1. Motion to Approve: The Courses and Curricula Committee moved to consider and approve, as a group, all of the courses, listed here, that are proposed for the Orientation and Mobility Masters Degree Program that is currently under development, and which will shortly be brought forward to this committee for review and approval.
  - a. Motion: Jackie Rogers
  - b. Second: Justin Bathon
2. Discussion
  - a. There was a question about the balance of 500 and 600 level courses. It was explained that the courses were developed to ensure the necessary balance for a Masters Degree Program.
  - b. For each of the courses, under the number of hours, the developers made the mistake of identifying contact hours rather than credit hours. This will be corrected as part of the editing process.
  - c. The sentence in the course descriptions indicating when and how the courses will be delivered needs to be deleted. This is not a required part of the program description.

- d. The specification of how students will build a resource file is mentioned in several of the courses. It is expected that as students go through the program, they will be adding more resources to the file each semester as part of their course expectations. The actual number of expected resources gathered by the students over the course of the program will be in the hundreds.
  - e. The name of the instructor should be deleted from the syllabus while the courses are being reviewed and approved.
  - f. The issue of needed resources was raised, given that grant funding is stated as being supplied by the state to develop this program. At the moment the grant funding means that no additional university resources are needed for the development of the program. Later on, if state funds were to be removed the program would need to be able to stand on its own. As for all programs, an adequate number of enrolled students would be needed.
3. Amendments: None
  4. Action: All of the Courses in This Group Were Approved

#### New Course Proposal – BVI 620 Foundations of Orientation and Mobility Urgent

*This is the first required course for the proposed Orientation and Mobility (O&M) program. This course will provide the history and development of the Orientation and Mobility profession. Foundations of O&M will provide the framework and principles of instruction for individuals with visual impairments.*

#### New Course Proposal – BVI 621 Introduction to Skills and Techniques in Orientation and Mobility Urgent

*This course expands upon the skills and techniques for individuals with visual impairments traveling in complex environments such as semi-business, business, and rural settings. Students will experience travel under blindfold and under vision stimulators in various environments under instructor supervision. Students will also have opportunities to give instruction on how to execute advanced orientation and mobility skills such as executing street crossings at complex intersections, navigating business environments, and using public transportation.*

#### New Course Proposal – BVI 622 Advanced Skills and Techniques in Orientation and Mobility Urgent

*This course expands upon the skills and techniques for individuals with visual impairments traveling in complex environments such as semi-business, business, and rural settings. Students will experience travel under blindfold and under vision stimulators in various environments under instructor supervision. Students will also have opportunities to give instruction on how to execute advanced orientation and mobility skills such as executing street crossings at complex intersections, navigating business environments, and using public transportation.*

#### New Course Proposal – BVI 623 Orientation and Mobility for Children Urgent

*This course offers a specific focus on the development of orientation and mobility skills for children with visual impairments and blindness. Course content will address the importance of concept development and skill acquisition for children with visual impairments and blindness. It is imperative for future Orientation and Mobility Specialists to have this knowledge to effectively instruct with children of all ages and abilities to facilitate the foundation for independence.*

#### New Course Proposal – BVI 624 Technology in Orientation & Mobility Urgent

*This is a new course for the proposed Orientation and Mobility program. This course focuses upon the technology used to assist individuals with visual impairments to travel efficiently in familiar and unfamiliar environments. Future Orientation and Mobility Specialists will have an introduction to mainstream navigation applications such as Google Maps and Waze with the use of iOS VoiceOver and to vision-specific applications such as BlindSquare and NearbyExplorer. The knowledge can be applied to instruction to facilitate independent travel.*

#### New Course Proposal – BVI 626 Methods in Orientation and Mobility Urgent

*This is a new course for the proposed Orientation and Mobility program. It is a required course for students enrolled in the Orientation and Mobility program. The course will address a variety of content related to instructional approaches and strategies, adult rehabilitation, low vision, and mobility systems*

#### New Course Proposal – BVI 627 Orientation and Mobility for Individuals with Complex Needs Urgent

*This is a new course for the proposed Orientation and Mobility program. The course is critical for future Orientation and Mobility Specialists to effectively address the complex needs of adults with visual impairments and children with multiple disabilities. Course content aligns with the curricular standards of the professional organization for education and rehabilitation professionals in blindness and visual impairments and certifying body for orientation and mobility specialists.*

#### New Course Proposal – BVI 628 Assessment in Orientation and Mobility Urgent

*This is a new course in the proposed Orientation and Mobility program. Assessment of orientation and mobility skills is an essential part of adapting and providing quality instruction to individuals with visual impairments. Course content aligns with the curricular standards of the professional organization for education and rehabilitation professionals in blindness and visual impairments and certifying body for orientation and mobility specialists.*

#### New Course Proposal – BVI 629 Practicum in Orientation and Mobility Urgent

*This is a new course for the proposed Orientation and Mobility program. Practicum in Orientation and Mobility allows students opportunities to observe instructors in a variety of settings and to participate in delivering orientation and mobility instruction to individuals with visual impairments.*

#### New Course Proposal – BVI 650 Special Topics in Blindness and Visual Impairments

*This is a special topics course used when developing/trying a new course prior to officially adding it to the department roster.*

#### New Course Proposal – BVI 720 Internship in Orientation and Mobility

*This is a new course in the proposed Orientation and Mobility program. The internship is the culminating experience for the students. The internship will occur under the supervision of a Certified Orientation and Mobility Specialist (COMS) in an educational or rehabilitation setting.*

**Final Comments:**

1. Margaret Mohr Schroeder reminded the committee that a Request for Proposals had been issued by the university to support the development of new programs.
2. It is expected that the awards will be made by February.
3. As a result, if there are proposals that are eligible for the award of funding under this RFP, it would be best if these courses are approved by the Courses and Curricula Committee as soon as possible.
4. Committee Chair Jane Jensen reminded the committee members that they should be very careful in reviewing proposals for simple editorial issues prior to their being received by the committee for review and approval.
5. As to meetings for the spring semester, Jane Jensen and Martha Geoghegan will be sending out polls to determine when committee members will be teaching during the spring term or attending standing meetings so as to identify possible meeting times for spring term.

**Next Meeting:** Thursday, December 6, 2018 from 12:00-1:30. Room to be announced.

**Meeting Adjourned:** 1:25pm

Approved by C&C Committee December 6 2018

**COLLEGE OF EDUCATION  
COURSES AND CURRICULA COMMITTEE MEETINGS 2018 2019**

February 27, 2019 12:30 pm 122 TEB

Committee Members

- C&I, Mary Shake
- ELS, Tricia Browne-Ferrigno
- EdSRC, Jackie Rogers Rogers
- EDP, Lisa Ruble (via cell phone)
- EPE, Jane Jensen (Chair)
- KHP, Stephanie Bennett
- STEM, Brett Criswell Criswell
- Ex Officio, Melody Noland, Interim Associate Dean
- Ex officio, Margaret Schroeder, Associate Dean for Engagement
- Staff, Martha Geoghegan
- Staff, Gary Schroeder

**Approval of the Minutes for the January 23, 2019 meeting:**

Motion: Tricia Browne-Ferrigno

Second: Stephanie Bennett

Action: Approved

**Committee Issues for Discussion:**

1. None

**From Curriculum and Instruction**

**New Course Proposal – EDC 447 Applications of Teaching Middle Level English Language Arts**

EDC 447 will be taken by the Middle Level Teacher Education students who select English/Language Arts as one of their areas of concentration. Currently they take EDC 537. In October 2018, the Middle Level Program sent through a program change to replace EDC 537 with EDC 447, which was Approved. This is the proposal that will create that course.

This course emphasizes planning, assessing, and analyzing teaching and learning English/Language Arts at the middle level. Students are introduced to strategies and skills for teaching English/Language Arts content aligned with state and national standards with an emphasis on equity. This course is in conjunction with an eight-week field experience.

1. Motion to Approve
  - a. Motion: Tricia Browne-Ferrigno
  - b. Second: Brett Criswell
2. Discussion:
  - a. Margaret Rintamaa was present to answer questions related to the program
  - b. She clarified how the course would be scheduled in relation to the overall program

- c. Mary Shake wondered whether the accompanying field experience course should be listed as a co-requisite. Jane Jensen clarified that there is no place on the form asking about co-requisites and Margaret confirmed that the field experience is part of the program of study for study advising;
  - d. It was suggested that Margaret might want to be ready to attend the undergraduate council meeting to answer any questions about the 8 week schedule for the course.
3. Amendments: None
4. Action::Approved

Major Course Change – EDC 544 Use and Integration of Instructional Media

Courses in the Instructional Systems Design Master's program are all offered online. Through an administrative oversight EDC 544 was never approved for fully online delivery. This application will correct this oversight.

Interaction provided bi-weekly via the Zoom digital video conferencing tools and resources as well as all weeks of course offering through the Canvas LMS. Virtual office hours as well as JIT assistance from the Instructor are also available to students in this course as needed. This information is provided on the course syllabus. The course syllabus conforms to all the University Senate Syllabus Guidelines related to the specific Distance Learning considerations.

- 1. Motion to Approve
  - a. Motion: Tricia Browne-Ferrigno moved that all of the following courses (EDC 611, 767, 791) be Approved as a group.
  - b. Second: Brett Criswell
- 2. Discussion.... Mary Shake indicated that the rest of the courses from EDC are cleanup proposals to clarify the way that courses are offered, i.e., online or distance learning.
  - a. There was a discussion of the way that the University treats online or distance learning courses in terms of the required payments.
  - b. The matter of cost was a major reason for making the changes involved in these proposals.
- 3. Amendments: None
- 4. Action: The following courses (EDC 611, 767, 791) were Approved as a group

Major course Change – EDC 611 Authoring Applications For Technology-Based Instruction

Courses in the Instructional Systems Design Master's program are all offered online. Through an administrative oversight EDC 611 was never Approved for fully online delivery. This application will correct this oversight.

Interaction provided biweekly via the Zoom digital video conferencing tools and resources as well as all weeks of course offering through the Canvas LMS. Virtual office hours as well as JIT assistance from the Instructor are also available to students in this course as needed. This information is provided on the course syllabus. The course syllabus conforms to all the University Senate Syllabus Guidelines related to the specific Distance Learning considerations.

- 1. Motion to Approve: Tricia Browne-Ferrigno Second: Brett Criswell
- 2. Amendments: None
- 3. Action: The following courses (EDC 611, 767, 791) were Approved as a group

Major Course Change – EDC 767 Dissertation Residency Credit

Providing the online option of the course gives students more flexibility.

Residency credit for dissertation research after the qualifying examination. Students may register for this course in the semester of the qualifying examination. A minimum of two semesters are required as well as continuous enrollment (Fall and Spring) until the dissertation is completed and defended.

1. Motion to Approve Tricia Browne-Ferrigno Second: Brett Criswell
2. Amendments: None
3. Action: The following courses (EDC 611, 767, 791) were Approved as a group

Major Course Change – EDC 791 Research Problems In Curriculum and Instruction

Providing the online option of the course gives students more flexibility.

A research problems course for graduate students who have completed at least half of the program course requirements in clinical and college teaching, curriculum and instruction, early childhood education, elementary education, reading or secondary education. May be repeated to a maximum of nine credits.

1. Motion to Approve: Tricia Browne-Ferrigno Second: Brett Criswell
2. Amendments: None
3. Action: The following courses (EDC 611, 767, 791) were Approved as a group

**From Kinesiology and Health Promotion**

Program Change Proposal – Undergraduate Exercise Science

The proposed changes include the following to enhance efficiency of program administration and offer complementary electives based on students' professional pursuits. 1) Revise the Exercise Science (non-teacher education) Program Major requirements to complete the required Premajor courses and complete a minimum of 45 credit hours while maintaining a 2.0 cumulative GPA. 2) An additional requirement to obtain Major status includes completion of PGY 206 - Elementary Physiology (3 cr) OR ANA 110 - Anatomy and Physiology for Nursing II (4 cr). 3) Remove PHY 211 OR PHY 231 as a Premajor requirement, but retain as a degree requirement. 4) Add the following courses as electives for the Exercise Science (non-teacher ed) Program: PGY 412G - Principles of Human Physiology Lectures (4 cr) and KHP 395 - Independent Study in Kinesiology and Health Promotion (3 cr), PSY 333 - Abnormal Psychology (3 cr), KHP 546 - Physical Education Workshop (3 cr), KHP 547 - Psychology of Sport and Physical Activity (3 cr), KHP 580 - Group Dynamics in Sport and Physical Activity (3 cr).

4. Motion to Approve
  - a. Motion: Mary Shake
  - b. Second: Brett Criswell
5. Discussion: Mark Cormier was present to answer questions and provide information about the proposal.
6. Amendments: None
7. Action: Approved

Study Abroad New Program Proposal – Nutrition and Physical Fitness in Italy (Courses include KHP 240 Nutrition and Physical Fitness and KHP 395 Independent Study).



This experience will allow students the opportunity to explore basic nutritional principles as they relate to physical fitness in a traditionally and historically rich location. We will compare and contrast aspects of the American diet and the well-studied Mediterranean diet through various food and physical activity excursions. Students will have the opportunity to study the Mediterranean Diet Pyramid and reflect on differences in nutrition and physical activities common to this area that contribute to health promotion. Additionally, students will be exposed to agricultural activities, cultural happenings, and food preparation techniques common to this area. This will enrich the understanding of basic nutritional principles as they relate to physical fitness and the athlete. The class is geared at addressing basic nutritional needs that apply to people of all activity levels and considers practical applications and current trends.

1. Motion to Approve
  - a. Motion: Tricia Browne-Ferrigno
  - b. Second: Brett Criswell
2. Discussion: Stephanie Bennett answered questions and provided information in relation to this proposal.
  - a. Jane Jensen raised questions about the amount of independent credit possible in the second course listed on the application when the students will only be in Italy for two weeks following the proposed EA course. She commented that there would need to be pre and post trip work included so that the students would have at least 3 weeks of class.
3. Amendments: None
4. Action: The proposal was Approved with Jane Jensen voting no.

#### Major Course Change – KHP 687 Practicum in Sport Management

The Department of Kinesiology & Health Promotion faculty in Sport Leadership would like to have the option to offer this course through distance learning. The student is required to obtain worksite opportunities to complete the objectives of the course and might not be available to commute to campus.

Course Description: Practicum in Sport Management, is designed to provide practical experiences in several areas: 1) office routine; 2) office management; 3) record keeping; 4) budget procedures; and 5) involvement in the general program operations.

1. Motion to Approve
  - a. Motion: Mary Shake
  - b. Second: Brett Criswell
2. Discussion:
  - a. Tricia Browne-Ferrigno raised the question of the students being required to join NEA/KEA so that the students would have liability insurance.
  - b. In discussion, it was brought out that requiring liability insurance is a common practice in programs that include field / clinical work. It was also mentioned that this requirement is included in the syllabus to signify that the course includes an additional fee.
  - c. Mary Shake commented that perhaps this insurance (and fee) requirement should be included in the course description in the catalog.
  - d. The discussion centered on whether it was appropriate to require that students join NEA/KEA in the course.

- e. If the students aren't required to join the organization, then perhaps the issue is that students must have liability insurance.
  - f. Jane Jensen suggested that the department should check to see whether this requirement should be included in the course description
3. Amendments: None
  4. Action: Approved, with Tricia Browne-Ferrigno abstaining because of her concerns about the liability insurance issue.

### **From Education Policy Studies and Evaluation**

#### **Major Course Change – EPE 301 Education In American Culture**

The purpose for this change is to add distance learning.

Course Description: Critical examination of contending views, past and present, regarding the nature and role of educational institutions in American society as well as proposed purposes and policies for schools and other educational agencies. This course is a Graduation Composition and Communication Requirement (GCCR) course in certain programs, and hence is not likely to be eligible for automatic transfer credit to UK.

1. Motion to Approve
  - a. Motion: Brett Criswell moved to review both of these courses together (EPE 301, EPE 621). The proposals are to add distance learning to the courses.
  - b. Second: Jackie Rogers
2. Discussion: Jane Jensen answered questions about this set of proposals.
3. Amendments: None
4. Action: The committee voted to Approve both EPE 301 and EPE 621, with Mary Shake not voting

#### **Major course Change – EPE 621 Advanced Topics and Methods of Evaluation**

We wish to offer this course online as distance learning option.

Course Description: An advanced course in evaluation methods and techniques with an emphasis on quantitative methodology. State of the art ideas and methods of conducting evaluation studies and analyzing data from those studies are presented. The course is designed primarily for those who are conducting or will conduct evaluation studies.

1. Motion to Approve
  - a. Motion: N/A due to the blanket approval listed for EPE 301
  - b. Second: N/A due to the blanket approval listed for EPE 301
2. Discussion: N/A due to the blanket approval listed for EPE 301
3. Amendments: None
4. Action: The committee voted to Approve both EPE 301 and EPE 621, with Mary Shake not voting

### **From STEM Education**

#### **Program Change Proposal – PhD in Education Sciences, STEM Education strand**

Curriculum contracts for the program have not been updated since the program began in 2011. Changes in course names, numbers, and topics occur over time and these updates should be reflected in program documents.

1. Motion to Approve
  - a. Motion: Tricia Browne-Ferrigno
  - b. Second: Stephanie Bennett
2. Discussion: Molly Fisher was present to answer questions.
  - a. The revised curriculum contract (attached to the proposal) was reviewed.
3. Amendments: None
4. Action: Approved, with Mary Shake abstaining

Program Change Proposal – MS in STEM Education

The program documents for this program have not been updated in several years. Revisions to the required courses are being requested due to course name and numbers changing over the years, better courses to fit criteria being developed, and courses offerings have changed over time.

1. Motion to Approve
  - a. Motion: Tricia Browne-Ferrigno
  - b. Second: Lisa Ruble
2. Discussion: Molly Fisher was present to answer questions.
  - a. There was a question about ELS 662 in terms of the wording to show the changes in the course. It was a language problem, but there were no final recommendations for changes.
  - b. Molly Fisher will collaborate with Tricia Browne-Ferrigno in deciding on possible minor changes in wording for clarity.
3. Amendments: None
4. Action: Approved

New Course Proposal – SEM 395 Research in STEM Education

This will be a research for undergraduate students in the STEM Education department. Currently, no course exists to be used for undergraduate research experiences. This course serves as an introduction to educational research methods for undergraduate students. The purpose of the course is to introduce students to quantitative and qualitative research methods, the Institutional Review Board, and other research guidelines and terminology that are appropriate for conducting a research study with the students' assigned faculty mentors. May be repeated to a maximum of twelve credits.

1. Motion to Approve
  - a. Motion: Tricia Browne-Ferrigno
  - b. Second: Stephanie Bennett
2. Discussion: Molly Fisher was present to answer questions.
  - a. Molly explained that this course is designed partially to replace the use of EDU 300 courses to accomplish the objectives of a STEM UG research course.
  - b. Jackie Rogers wondered whether it would be better to have a second new course which would serve to identify the different course experiences and outcomes which would be applicable after the students have taken SEM 395.
  - c. The issue was partly that because the course has a specific name (with an SEM prefix) and isn't a generic 395 undergraduate research course.

- d. Because in a two or three or four course sequence, the students will be doing different things in the first semester from those in the succeeding semesters, it is not clear how one would control making the registrations in for the correct sections.
  - e. It was recommended by Jackie Rogers and Mary Shake that there should be different (or sequential) numbers for the different semesters.
  - f. Melody explained how perhaps for the first time the course should be one number SEM 394 or similar as the orientation to research, and the subsequent courses should have another UG research independent study generic research course name with variable credit.
  - g. It was suggested that SEM 394 should be an introduction to research, and perhaps SEM 395 could be an independent study research course with variable credit.
  - h. Molly Fisher agreed that these were good suggestions, and that she would rework the proposal to incorporate them for review at the next C&C meeting.
- 3. Amendments: None
  - 4. Action: Tabled for further action next month

### **From Early Childhood, Special Education, & Rehabilitation Counseling**

#### **Major Course Change – EDS 580 Introduction to Visual Impairments**

This course is part of a change from a teacher certification program to a master's degree. All courses in the Teacher Preparation Program in Visual Impairments are being moved to the new BVI prefix. In addition, this course will be required by the proposed Orientation and Mobility master's degree program. The faculty and resources used to teach EDS 580, which will no longer be offered, will be moved to teach the newly proposed course. Face-to-face classes at the Kentucky School for the Blind (KSB) in Louisville will be used for the new master's degree programs, just as it had for the teacher certification program.

This course will provide an introduction to the educational programs and services for students with blindness and visual impairments. Content of this course will focus on the historical foundation of the field, the developmental and psychosocial aspects of individuals with visual impairments, an overview of legislation, influential agencies, and service delivery methods. The impact of vision loss on early childhood development will also be covered.

- 1. Motion to Approve
  - a. Motion: Tricia Browne-Ferrigno moved to approve all of the proposals in this group, which includes EDS580, EDS 582, EDS 583, BVI 611, BVI 614, BVI 615, BVI 616, BVI 617, BVI 618, and BVI 710.
  - b. Second: Brett Criswell
- 2. Discussion: Donna Lee was present to answer questions about these proposals. She commented that as the entire program is moving to a Master's degree program, all of the courses are being renumbered as 600 level courses. In addition, the course prefixes has been changed from EDS to BVI.
  - a. Because the change is from undergraduate level numbering to graduate numbering, this has to be a major change.
  - b. Also, the prefix is being changed to BVI from EDS. The BVI prefix has been recently added by the university.

- c. There was also a discussion of whether the current courses (UG level and EDS prefix) will continue to exist (yes, for the present)
  - d. Jane Jensen recommended that the program faculty check with the Senate office to see whether the previous courses will need to be removed as part of this overall action.
  - e. There was some thought that the program might want to add the process of removing the current courses now, while approving the new courses.
  - f. The committee decided that they would rather wait on the process of removing the current courses until these new (revised) courses have been fully approved.
3. Action: All of the proposals in this group (EDS580, EDS 582, EDS 583, BVI 611, BVI 614, BVI 615, BVI 616, BVI 617, BVI 618, and BVI 710) were approved as a block following discussion and committee vote.

Major Course Change – EDS 582 Anatomy and Physiology of the Eye

This course is part of a change from a teacher certification program to a master's degree. All courses in the Teacher Preparation Program in Visual Impairments are being moved to the new BVI prefix. In addition, this course will be required by the proposed Orientation and Mobility master's degree program. The faculty and resources used to teach EDS 582, which will no longer be offered, will be moved to teach the newly proposed course. Face-to-face classes at the Kentucky School for the Blind (KSB) in Louisville will be used for the new master's degree programs, just as it had for the teacher certification program.

This course will cover the anatomy and physiology of the eye, including visual development. Causes of ocular and neurological visual impairment will be addressed, treatments, and their impact on learning. Course topics will include optics, low vision devices and services, environmental adaptations, and interpreting eye reports. Learners will have the opportunity to directly observe a low vision evaluation and will learn the components of a functional vision assessment.

- 1. Motion to Approve: Tricia Browne-Ferrigno Second: Brett Criswell
- 2. Amendments: None
- 3. Action: All of the proposals in this group (EDS580, EDS 582, EDS 583, BVI 611, BVI 614, BVI 615, BVI 616, BVI 617, BVI 618, and BVI 710) were approved as a block following discussion and committee vote.

Major Course Change – EDS 583 Braille Codes I

This course is part of a change from a teacher certification program to a master's degree. All courses in the Teacher Preparation Program in Visual Impairments are being moved to the new BVI prefix. In addition, this course will be required by the proposed Orientation and Mobility master's degree program. The faculty and resources used to teach EDS 583, which will no longer be offered, will be moved to teach the newly proposed course. Face-to-face classes at the Kentucky School for the Blind (KSB) in Louisville will be used for the new master's degree programs, just as it had for the teacher certification program.

This course is designed to teach the literary braille code. Students will become proficient in transcribing both uncontracted and contracted braille utilizing a Perkins Brailier, slate and stylus, and six-key entry computer software with proper formatting. Students will also learn appropriate techniques for reading braille both tactually and visually. In addition, the history of the braille code will be covered as well as current resources.

1. Motion to Approve: Tricia Browne-Ferrigno Second: Brett Criswell
2. Amendments: None
3. Action: All of the proposals in this group (EDS580, EDS 582, EDS 583, BVI 611, BVI 614, BVI 615, BVI 616, BVI 617, BVI 618, and BVI 710) were approved as a block following discussion and committee vote.

New Course Proposal – BVI 611 Teaching Methods for Students with Visual Impairments

This course is part of the proposed Teacher Preparation Program in Visual Impairments master's degree

This course is designed to examine how to teach and modify the core curriculum for students who are blind or visually impaired. Topics will include: adaptation of general education classroom materials, IEP development and implementation, lesson planning, and braille literacy. Prospective teachers will develop organization skills and strategies necessary to be efficient in delivery of services as a teacher of the visually impaired.

1. Motion to Approve: Tricia Browne-Ferrigno Second: Brett Criswell
2. Amendments: None
3. Action: All of the proposals in this group (EDS580, EDS 582, EDS 583, BVI 611, BVI 614, BVI 615, BVI 616, BVI 617, BVI 618, and BVI 710) were approved as a block following discussion and committee vote.

New Course Proposal – BVI 614 Braille Codes II

This course is part of the proposed Teacher Preparation Program in Visual Impairments master's degree. This course is part of a change from a teacher certification program to a master's degree. All courses in this program are being moved to the new BVI prefix.

This course studies advanced braille codes with a special emphasis on braille mathematics utilizing Unified English Braille (UEB) and the Nemeth Code. Other codes covered are music and foreign language (French, German, and Spanish). Braille formats will also be taught, including how to correctly transcribe and format materials for braille users, including preparing worksheets and tests for students. Competency in using the Cranmer Abacus will also be mastered.

1. Motion to Approve: Tricia Browne-Ferrigno Second: Brett Criswell
2. Amendments: None
3. Action: All of the proposals in this group (EDS580, EDS 582, EDS 583, BVI 611, BVI 614, BVI 615, BVI 616, BVI 617, BVI 618, and BVI 710) were approved as a block following discussion and committee vote.

New Course Proposal – BVI 615 Assistive Technology for Students with Visual Impairments

This course is part of the proposed Teacher Preparation Program in Visual Impairments master's degree. This course is part of a change from a teacher certification program to a master's degree. All courses in this program are being moved to the new BVI prefix. This course introduces a wide variety of technologies for people who are blind or visually impaired. Students will learn about Universal Design for Learning (UDL) as it relates to technology, as well as proprietary software and hardware. Technologies covered include, but are not limited to: Screen readers, screen magnification, electronic note takers, refreshable braille displays, braille translation programs, magnification hardware, scanning and OCR programs, and accessible digital book options. A wide variety of computers, tablets, and smart phone options will be explored. Instructional strategies for teaching technology skills will be emphasized.

1. Motion to Approve: Tricia Browne-Ferrigno Second: Brett Criswell
2. Amendments: None
3. Action: All of the proposals in this group (EDS580, EDS 582, EDS 583, BVI 611, BVI 614, BVI 615, BVI 616, BVI 617, BVI 618, and BVI 710) were approved as a block following discussion and committee vote.

#### New Course Proposal – BVI 616 Expanded Core Curriculum for Blind and Visually Impaired

This course is part of the proposed Teacher Preparation Program in Visual Impairments master's degree. This course is part of a change from a teacher certification program to a master's degree. All courses in this program are being moved to the new BVI prefix. The Expanded Core Curriculum (ECC) is the body of knowledge and skills that are needed by students with visual impairments due to their unique needs. This course will explore all nine areas of the ECC including: compensatory or functional academic skills, orientation and mobility, social interaction skills, independent living skills, recreation and leisure skills, career education, use of assistive technology, sensory efficiency skills and self-determination. Participants will have the opportunity to observe and work with students in a summer program and teach skills from the ECC.

1. Motion to Approve: Tricia Browne-Ferrigno Second: Brett Criswell
2. Amendments: None
3. Action: All of the proposals in this group (EDS580, EDS 582, EDS 583, BVI 611, BVI 614, BVI 615, BVI 616, BVI 617, BVI 618, and BVI 710) were approved as a block following discussion and committee vote.

#### New Course Proposal – BVI 617 Visual Impairments and Multiple Disabilities

This course is part of the proposed Teacher Preparation Program in Visual Impairments master's degree. This course is part of a change from a teacher certification program to a master's degree. All courses in this program are being moved to the new BVI prefix. This course is designed to provide students with knowledge and skills necessary to design and implement programs for persons who have visual impairments and additional disabilities. Topics include assistive technology, augmentative and alternative communication, literacy instruction, sensory processing, adaptive behavior, and self-help skills. An emphasis will be placed on adaptations that enhance functioning for persons

with developmental delays, autism, medical conditions, deaf-blindness, communication disorders, and those with common syndromes and eye disorders related to multiple disabilities.

1. Motion to Approve: Tricia Browne-Ferrigno Second: Brett Criswell
2. Amendments: None
3. Action: All of the proposals in this group (EDS580, EDS 582, EDS 583, BVI 611, BVI 614, BVI 615, BVI 616, BVI 617, BVI 618, and BVI 710) were approved as a block following discussion and committee vote.

New Course Proposal – BVI 618 Assessment of Students with Visual Impairments

This course is part of the proposed Teacher Preparation Program in Visual Impairments master's degree. This course is part of a change from a teacher certification program to a master's degree. All courses in this program are being moved to the new BVI prefix. This course covers various types of assessments used to evaluate students who are blind or visually impaired. Participants will discuss testing and assessment including the development of standardized tests and their applicability for individuals with visual impairments, as well as alternate assessments. Students will practice assessing and planning educational programs for students with visual impairments by completing a Functional Vision/Learning Media Assessment, as well as assessments in assistive technology and the Expanded Core Curriculum.

1. Motion to Approve: Tricia Browne-Ferrigno Second: Brett Criswell
2. Amendments: None
3. Action: All of the proposals in this group (EDS580, EDS 582, EDS 583, BVI 611, BVI 614, BVI 615, BVI 616, BVI 617, BVI 618, and BVI 710) were approved as a block following discussion and committee vote.

New Course Proposal – BVI 710 Student Teaching/Field Experience in Visual Impairments

This course is part of the proposed Teacher Preparation Program in Visual Impairments master's degree. This course is part of a change from a teacher certification program to a master's degree. All courses in this program are being moved to the new BVI prefix. This is a supervised student teaching/field experience working with children, preschool through graduation age, who are blind or visually impaired. Candidates will apply best practices for working with children who are blind or have low vision, including those with additional disabilities. Successful completion of this course will **demonstrate the candidate's ability to apply methods of teaching that include assessment, program planning and implementation, appropriate environmental and academic modifications, and instruction in the Expanded Core Curriculum. Candidates will also have** to demonstrate appropriate classroom and/or caseload management strategies based on their placement.

1. Motion to Approve: Tricia Browne-Ferrigno Second: Brett Criswell
2. Amendments: None
3. Action: All of the proposals in this group (EDS580, EDS 582, EDS 583, BVI 611, BVI 614, BVI 615, BVI 616, BVI 617, BVI 618, and BVI 710) were approved as a block following discussion and committee vote.

**Meeting Adjourned:** 1:52