

February 3, 2015

MEMORANDUM

To: Chair, Courses and Curriculum, College of Education
Chair, Undergraduate Council
Chair, Graduate Council
Chair, Senate Council
Chair, Senate

From: Amy D. Spriggs, Moderate and Severe Disabilities Program Faculty Chair
Sara Flanagan, Learning and Behavior Disorders Program Faculty Chair

RE: Proposed Program Change for Moderate and Severe Disabilities

The two program faculties in Special Education (Moderate and Severe Disabilities [MSD] and Learning and Behavior Disorders [LBD]) have been working for four years to address the current special education staffing needs of our state.

There are currently more than six million children in the United States that qualify for Special Education services. These students require specialized, evidence-based instruction. There is a national and state shortage for special education teachers. Currently, we teach our candidates in either MSD or LBD. We are proposing to combine the two into one Special Education program. The Special Education program will prepare pre-service teachers to use these specialized, evidence-based instructional skills to teach students with mild, moderate, and severe disabilities. Changes in this program (currently MSD) will add existing coursework in LBD. Preparing pre-service teachers to teach children with mild, moderate, and severe disabilities meets the need of many classrooms where these students are taught together. Students who graduate from this program will be more marketable, receiving certification in both MSD and LBD. This will also prepare students to enter UK's Teacher Leader Master's in Special Education (currently, our candidates are only eligible to get a Master's degree in the same area in which an undergraduate degree has already been awarded). The Special Education undergraduate program is the only program at UK that prepares pre-service teachers in the area of Special Education.

There are a few changes to courses outside of the Department of Early Childhood, Special Education, and Rehabilitation Counseling that will be affected. These changes were made in consultation with the course instructors and department chairs. For example, candidates teaching special education are required to teach all content areas so courses in Social Studies and Science methods were added. Letters of support are attached.

The materials that are included in this program change include:

- Program Change Form, Moderate and Severe Disabilities

- EDS 301 – New Course
- EDS 401 – New Course
- EDS 402 – New Course
- EDS 517 – ~~Minor Change~~ Major Change
- EDS 518 – New Course; DL
- EDS 526 – New Course; DL
- EDS 528 – Major Change; DL
- EDS 529 – Major Change; DL
- EDS 530 – Major Change
- EDS 546 – Major Change
- EDS 548 – ~~Minor Change~~ Major Change
- EDS 549 – ~~Minor Change~~ Major Change
- EDS 550 – Major Change
- EDS 570 – Major Change; DL
- EDS 650 – New Course; DL *This is not an undergraduate course, but since EDS 550 is being changed, it is no longer appropriate for some of the graduate students who take the course; this course was created for them

- EDS 357 – no change
- EDS 513 – no change
- EDS 514 – no change
- EDS 516 – no change
- EDS 547 – no change

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 (institutionaleffectiveness@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 checked="" type="checkbox"/> Program name	<input type="checkbox"/> Total required credit hours	<input checked="" type="checkbox"/> Student learning outcomes	
<input type="checkbox"/> Criteria for admissions/progression/termination		<input type="checkbox"/> Certificate assessment	<input type="checkbox"/> Other	
1. General Information				
1a	Date of contact with Institutional Effectiveness (IE) ¹ :		2/2/16	
<input checked="" type="checkbox"/> Appended to the end of this form is a PDF of the reply from Institutional Effectiveness.				
1b	College ² :	Education	Department ² :	EDSRC
1c	CIP code ³ :	13.1001	Today's Date:	3/1/16
1d	Current major name: (Biology, Design, etc.)	Special Education - Moderate/Severe Disabilities	Proposed major name:	Special Education
1e	Current Degree (BA, BFA, etc.):	Bachelor of Science in Education	Proposed degree:	Bachelor of Science in Education
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:	Educational Professional Standards Board; National Council for Accreditation of Teacher Education		
1h	Date of most recent periodic program review for this degree:			

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 (257-2873 or institutionaleffectiveness@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 <http://www.uky.edu/faculty/senate> and search for 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.

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1i	Requested effective date:	<input checked="" type="checkbox"/> Fall semester following approval.	OR	<input type="checkbox"/> Specific Date ⁴ : <i>Fall 20</i>
1j	Contact person name:	Amy D. Spriggs	Phone / Email:	859-257-9105 / amy.spriggs@uky.edu

2. Overview of Changes

2a	<p>Describe the rationale for the changes, including results from the most recent program review if applicable. (450 word limit)</p> <p>There are currently more than six million children in the United States that qualify for Special Education services. These students require specialized, evidence-based instruction. There is a national and state shortage for special education teachers. The Special Education program will prepare pre-service teachers to use these specialized, evidence-based instructional skills to teach students with mild, moderate, and severe disabilities. Changes in this program will add existing coursework in Learning and Behavior Disorders. Preparing pre-service teachers to teach children with mild, moderate, and severe disabilities meets the need of many classrooms where these students are taught together. Students who graduate from this program will be more marketable, receiving certification in both MSD and LBD. This will also prepare students to enter UK's Teacher Leader Master's in Special Education. The Special Education undergraduate program is the only program at UK that prepares pre-service teachers in the area of Special Education.</p>
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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:	65	
ii.	Credit Hours of Preprofessional Courses:	25	
iii.	Credit Hours of Major Core Course Requirements	30	
iv.	Minimum Credit Hours of Guided Electives:	0	
v.	Minimum Credit Hours of Free Electives:	8	
vi.	Credit Hours for Track 1 (name): n/a	n/a	<i>n/a</i>
vii.	Credit Hours for Track 2 (name): n/a	n/a	<i>n/a</i>
viii.	Credit Hours for Track 3 (name): n/a	n/a	<i>n/a</i>
ix.	Credit Hours for Track 4 (name): n/a	n/a	<i>n/a</i>
x.	Credit Hours for Track 5 (name): n/a	n/a	<i>n/a</i>
xi.	Credit Hours for Required Minor:	n/a	<i>n/a</i>
xii.	Total Credit Hours Required by Level:		
	100-level:	25	<i>20</i>
	200-level:	26	<i>20</i>
	300-level:	26	<i>20</i>
	400-level:	0	<i>6</i>
	500-level:	43	<i>54</i>
	TOTAL CREDIT HOURS REQUIRED FOR GRADUATION:	<u>120</u>	<u>120</u>

xv.	<p>If the total hours required for graduation have changed, explain below. (150 word limit)</p> <p>THE TOTAL CREDIT HOURS WILL NOT CHANGE; the total credit hours for 100, 200, and 300 level courses may vary depending on which UK Core courses a student takes.</p>
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⁴ No program change(s) will be effective until all approvals are received.

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2c	Will the requested change(s) result in the use of courses from another educational unit?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
If "Yes," describe generally the courses and how they will used.			
EDC 329, EDC 326, SEM 337, and SEM 328 will be courses students take to learn the core content requirements in literacy, social studies, math, and science. Our students already take EDC 329 and SEM 337. Adding social studies and science methods will better prepare them to teach the content required of a special educator.			
If "Yes," two pieces of supporting documentation are required.			
<input checked="" type="checkbox"/> Check to confirm that appended to the end of this form is a letter of support from the appropriate chair/director ⁵ of each unit from which individual courses will be used.			
<input checked="" type="checkbox"/> 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 <input type="checkbox"/>	No <input checked="" type="checkbox"/>
If "Yes," the department must also submit a change form to change the minor.			

3. Course Sharing

3a.	Will the requested changes result in the use of courses from another unit?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
If "Yes," describe generally the courses and how they will used.			
EDC 329, EDC 326, SEM 337, and SEM 328 will be courses students take to learn the core content requirements in literacy, social studies, math, and science. Our students already take EDC 329 and SEM 337. Adding social studies and science methods will better prepare them to teach the content required of a special educator.			
If "Yes," two pieces of supporting documentation are required.			
<input checked="" 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.			
<input checked="" type="checkbox"/> Check to confirm that appended to the end of this form is verification that the chair/director of the other unit has consent from the faculty members of the unit. This typically takes the form of meeting minutes.			

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 <input checked="" type="checkbox"/>	No <input type="checkbox"/>
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			<i>PSY 100</i>	4
Natural/Physical/Mathematical				
II. Composition and Communication				
Composition and Communication I	CIS/WRD 110	3	<i>CIS/WRD 110</i>	3

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.
⁶ 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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	Composition and Communication II	CIS/WRD 111	3	<i>CIS/WRD 111</i>	3
III. Quantitative Reasoning					
	Quantitative Foundations			<i>MA 111</i>	3
	Statistical Inferential Reasoning			<i>STA 210</i>	3
IV. Citizenship (one course in each area)					
	Community, Culture & Citizenship in USA				
	Global Dynamics				
Total UK Core Hours			<u>30</u>		<u>30</u>

3b Provide the Bulletin language about UK Core.
Students needs to take PSY 100, MA 111, and STA 210 as part of their UK Core. It is strongly recommended that students take EPE 301 to fulfill the Community, Culture, and Citizenship in USA requirement.

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' chair/director⁷ from which individual courses will be used.

	Current	Proposed
i.	<input checked="" type="checkbox"/> Single course in home unit: EDS 530	<input checked="" type="checkbox"/> <i>Single course in home unit: EDS 529</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 No

Current			Proposed			
<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 ⁸
						Select one....

⁷ A dean may submit a letter only when there is no educational unit below the college level, i.e. there are no departments/schools.

⁸ 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").

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							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 checked="" type="checkbox"/>	No <input type="checkbox"/>
Current			Proposed				
Prefix & Nmbr	Credit Hrs	Title	Prefix & Nmbr	Credit Hrs	Title	Course Status ⁹	
		see attached list				Select one...	
						Select one...	
						Select one...	
						Select one...	
						Select one...	
5d	Provide the Bulletin language about pre-major or pre-professional courses below.						
	Student must successfully complete EDS 375 and be enrolled in (or have successfully completed) MA 201, EDS 546, EDS 526, EDS 514, and EDS 547 OR EDS 516 when applying for admission to the Teacher Education Program in Special Education.						
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 <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	If "Yes," note the specific changes in the grid below.						
Current			Proposed				
Prefix & Nmbr	Credit Hrs	Title	Prefix & Nmbr	Credit Hrs	Title	Course Status ¹⁰	
EDC	329	Teaching Reading and Language Arts	EDC	326	Teaching Social Studies in Elementary Schools	No Change	
EDC	339	Designing a Reading/Language Arts Program in Elementary Schools	EDC	329	Teaching Reading and Language Arts	No Change	
SEM	337	Teaching Math in Elementary Schools	SEM	328	Teaching Science in the Elementary School	No Change	
KHP	382	Physical Education for Elementary School Teachers	SEM	337	Teaching Math in Elementary Schools	No Change	
EDS	548	Curriculum Design for Students with Moderate and Severe Disabilities	EDS	401	Intermediate Practicum in Special Education	New	

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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EDS	549	Methods for Students with Moderate and Severe Disabilities	EDS	402	Advanced Practicum in Special Education	New
EDS	550	Student Teaching: Moderate and Severe Disabilities	EDS	518	Behavior Management in Applied Settings	New
			EDS	528	Educational Assessment for Students with Mild Disabilities	Change
			EDS	529	Educational Programming for Students with Mild Disabilities	Change
			EDS	548	Curriculum Design for Students with Moderate and Severe Disabilities	Change
			EDS	549	Methods for Students with Moderate and Severe Disabilities	Change
			EDS	550	Student Teaching: Moderate and Severe Disabilities	Change
						Select one....
						Select one....
						Select one....

5f Provide the Bulletin language for major core course requirements.
 Student must be admitted to the Teacher Education Program in Special Education to enroll in the major core course requirements for special education.

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 ¹¹
						Select one....
						Select one....
						Select one....
						Select one....
						Select one....
						Select one....

5h Provide the Bulletin language for guided electives.

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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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 checked="" type="checkbox"/>	No <input type="checkbox"/>
Current: electives up to 120 hours for graduation; biological or physical science is strongly recommended; Proposed: students will have 6 hours of free electives			

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	
Current			Proposed			
Prefix & Nmbr	Credit Hrs	Title	Prefix & Nmbr	Credit Hrs	Title	Course Status ¹²
						Select one....
						Select one....
						Select one....
						Select one....
						Select one....
						Select one....

5k	Provide the Bulletin language for the track.
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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")	UK Core - (12) MA 111 (3) PSY 100 (4)	YEAR 1 – SPRING:	UK Core - (12) STAT 210 - (3)
YEAR 2 - FALL :	EDS 375 (3) PHY 160 or EES 160 (3) Free Elective (3) Free Elective (3) EDS 513 (3)	YEAR 2 – SPRING:	MA 201 (3) EDS 546 (3) EDS 526 (3) EDS 514 (3) EDS 547 (3)
YEAR 3 - FALL:	EDS 516 (3) EDS 517 (3) EDS 530 (3) EDS 570 (3) EDS 301 (2)	YEAR 3 - SPRING:	EDS 528 (3) SEM 328 (3) EDS 549 (3) EDC 326 (3) EDS 518 (3) EDS 401 (3)
YEAR 4 - FALL:	EDS 529 (3)	YEAR 4 - SPRING:	EDS 550 (12)

¹² 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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	EDC 329 (3) EDS 548 (3) SEM 337 (3) EDS 402 (3)		
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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	12/1/2015	Margaret Bausch/7-8810/meb@uky.edu
	Courses & Curricula	3/24/2016	Justin K. Nichols/257-4748/justin.nichols2@uky.edu
	College of Education	4/29/2016	Rosetta Sandidge/8-2887/rosetta.sandidge@uky.edu

7b	(Collaborating and/or Affected Units)			
			/	/
			/	/
			/	/
			/	/
			/	/

7c	(Senate Academic Council)	Date Approved	Contact Person Name
	Health Care Colleges Council (if applicable)		
	Undergraduate Council		

5c: pre-major or pre-professional course requirements

Current			Proposed			
Prefix & Nmbr	Credit Hrs	Title	Prefix & Nmbr	Credit Hrs	Title	Course Status
PSY 100	4	Introduction to Psychology	PSY 100	4	Introduction to Psychology	NO CHANGE
MA 201	3	Mathematics for Elementary Teachers	MA 201	3	Mathematics for Elementary Teachers	NO CHANGE
MA 202	3	Mathematics Problem Solving for Elementary Teachers	MA 111	3	Introduction to Contemporary Math	NO CHANGE
WRD 204	3	Technical Writing	STA 210	3	Introduction to Statistical Reasoning	NO CHANGE
LIS 510/ IES 512	3	Children's Literature and Related Materials	PHY 160 or EES 160	3	Physics and Astronomy for Teachers; Geology for Teachers	NO CHANGE
Biological and Physical Sciences	3-4	various	EDS 301	2	Initial Practicum in Special Education	NEW
Biological and Physical Sciences	3-4	various	EDS 375	3	Introduction to the Education of Exceptional Children	NO CHANGE
MUS 266, A-E 200, or KHP 390	3	Teaching Music in Elementary Grades, Workshop in Design Education for Elementary Teachers or Dance Activities for Schools	EDS 513	3	Legal Issues in Special Education	NO CHANGE
EDS 357	1	Initial Practicum in Special Education	EDS 514	3	Instructional Technology in Special Education	CHANGE

EDS 375	3	Introduction to the Education of Exceptional Children	EDS 516	3	Principles of Behavior Management and Instruction	NO CHANGE
EDS 522	3	Children and Families	EDS 517	3	Assistive Technology in Special Education	CHANGE
EDS 513	3	Legal Issues in Special Education	EDS 526	3	Introduction to Special Education Assessment and Program Planning	NEW
EDS 514	3	Instructional Technology in Special Education	EDS 530	3	Moderate/Severe Disabilities	CHANGE
EDS 516	3	Principles of Behavior Management and Instruction	EDS 546	3	Transdisciplinary Services for Students with Disabilities: Transition	CHANGE
EDS 517	3	Assistive Technology in Special Education	EDS 547	3	Collaboration/Inclusion in School and Community Settings	NO CHANGE
EDS 530	3	Moderate/Severe Disabilities	EDS 570	3	Learning, Emotional, and Behavioral Disabilities	CHANGE
EDS 547 or EDS 546	3	Collaboration/Inclusion in School and Community Settings, Transdisciplinary Services for Students with Disabilities				

Subject: RE: Program change--Good News!--NO Need to complete a New Degree Form..Yay!

Date: Tuesday, February 2, 2016 8:33:21 PM Eastern Standard Time

From: Alexander-Snow, Mia

To: Spriggs, Amy D

CC: Flanagan, Sara M, Oyer, Abigail C

Hello Amy and Sara,

Wow! What a meeting this morning. We accomplished much, so much that I find myself reviewing the discussed options—new program or program change. Since our m

I have been in contact with Kim Wielgus, who has clarified some of the information for me regarding the degree program name and CIP designation. I am happy to report that the official degree is "Special Education". What does this mean? It means that unless you want to change the CIP assignment (13.1001) to something other than Special Education, you do not need to create a new degree program. Yay!

Now, what are the next steps:

University Requirements: Complete the attached Proposed Program Change form and continue with the UK approval process. Be sure to change the Degree name is: "Special Education"
 SACSOC Requirements (Please complete and send the following to me):

- attached Curricular Proposal
- attached SACS Faculty Roster form to me
- SACSCOC Program Change Curriculum Form Grid—see below
- Copy of the current and revised syllabi for each of the courses under review by the College and Undergraduate Council
- SACSCOC Teach-Out Plan Template—needs to be on department letter head.

Here is the grid for the SACSCOC Program Change Curriculum and instructions for completing:

The grid is needed because it will show :

- which courses are '*name changes only*': The course syllabi will show the changes are not in 'content'; they are changes in name ONLY
- which courses are '*new*': These are courses that are not currently in the Course Bulletin; they will be added after Senate approval (Note: a course that was taught under the "trial course" # designation" and is being made official with its own prefix# and title, is considered a 'New' course)
- which courses are '*existing*': No changes were made to the courses, courses stayed the same
- which courses are '*modified*': These courses are existing courses that were modified in course content, delivery mode, instruction, etc.
- change in '*degree requirements*' (e.g. former = 120, new = 120)

Please Note:

- If a new course, then for "current/former" course put in a dash (e.g., ----)
- if an existing course, for "New" course put in a dash (e.g., ----)

Degree Program Core Courses

(i.e., Courses required by ALL students in the Major--includes Pre-major or Pre-professional courses)

Current/Formal	New Course	Course Title	Current	New Credit Hours
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Course Prefix #	Prefix #		Credit Hours	0* = Course will not be the New Program	
-----	MDAS 260	PIE	0	3	Example: N
MDAS280	PHA 280	PIE 1	6	3	Example: M
MDAS 340	-----	PIE 2	6	0	Example: D
MDAS 400	MDAS 415 or PHA 230	PIE 3	3	3	Example: 'P Only'
Total Major Hours			9	6	Example: cl Core hours substantive courses 7
Guided Electives (i.e., Specified list of Program Electives AND/OR Electives focused on a specific track/concentration/or specialty) (if applicable)					
Current/Former Course Prefix #	New Course Prefix #	Course Title	Current Credit Hours	New Credit Hours	
Total Guided elective Hours:					
Free Elective (i.e., general program electives, open to the students to choose) (if applicable)					
Current/Former Course Prefix #	New Course Prefix #	Course Title	Current Credit Hours	New Credit Hours	
Total Free Hours					
Total Degree Hours (major + Guided + Free)					

Should you have questions, please do not hesitate contacting me or Abigail Oyer (Abigail.oyer@uky.edu).

Best,
Mia
P.S.

Mia Alexander-Snow, PhD
Director, Planning and Institutional Effectiveness
Phone: 859-257-2873
Fax: 859-323-8688

Visit the Institutional Effectiveness Website: <http://www.uky.edu/ie>

Follow us at: <https://www.facebook.com/universityofky>



The University of Kentucky

From: Spriggs, Amy D
Sent: Monday, February 01, 2016 10:32 AM
To: Alexander-Snow, Mia
Cc: Flanagan, Sara M
Subject: Re: Program change--Special education--Meeting confirmation & Action Items

Dear Dr. Alexander-Snow,

Please find attached the following:

- Current MSD and LBD student curriculum contracts
- The UG Program change form (we know we have to update the actual form that we turn in – we are working on that)
- A memorandum that gives an overview of the program change
- The SACSCOC checklist

Please let us know if you need anything else.
We look forward to meeting with you in 116 TEB tomorrow!

Amy D. Spriggs, Ph.D.
116 Taylor Education Building
Lexington, KY 40506
859-257-9105

From: "Alexander-Snow, Mia" <mia.alexander-snow@uky.edu>
Date: Wednesday, January 27, 2016 1:05 PM
To: [adsp224 Spriggs](mailto:adsp224@uky.edu) <amy.spriggs@uky.edu>, "Flanagan, Sara M" <sara.flanagan@uky.edu>
Cc: "Oyer, Abigail C" <abigail.oyer@uky.edu>, "Margaret Schroeder (mmohr2@g.uky.edu)" <mmohr2@g.uky.edu>
Subject: Program change--Special education--Meeting confirmation & Action Items

From: Alexander-Snow, Mia
Sent: Wednesday, January 27, 2016 12:55 PM
To: Spriggs, Amy D; Flanagan, Sara M
Cc: Oyer, Abigail C; Margaret Schroeder (mmohr2@g.uky.edu)
Subject: RE: Program change--Special education--Meeting confirmation & Action Items

Perfect. I will send an email invite for Tuesday, February 2 at 11:00 am, 116 Taylor Education Building.

In preparation for the meeting, please do the following:

- Due by Monday, February 1: Send to me the proposal/materials related to the proposed program changes (include information about each of the currently existing programs)
- Complete and submit the attached SACSCOC Checklist to me (please submit by Monday, February 1)

- Review the following information via the Planning & Institutional Effectiveness website :
 - UK's Protocol for CIP Selection and Review: (here is the link:
<http://www.uky.edu/ie/content/program-approvals-program-changes>)
 - Substantive Change Policy & Procedures: <http://www.uky.edu/ie/content/substantive-change-policy-procedures>

I look forward to our meeting,
Mia

Mia Alexander-Snow, PhD
Director, Planning and Institutional Effectiveness
Phone: 859-257-2873
Fax: 859-323-8688

Visit the Institutional Effectiveness Website: <http://www.uky.edu/ie>

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The University of Kentucky

From: Spriggs, Amy D
Sent: Wednesday, January 27, 2016 10:28 AM
To: Alexander-Snow, Mia; Flanagan, Sara M
Cc: Oyer, Abigail C; Margaret Schroeder (mmohr2@g.uky.edu)
Subject: Re: Program change--Special education

Dr. Alexander-Snow,

Thank you for the prompt response. Would you be able to meet with us on Tuesday, February 2 at 11:00 in Taylor Education Building? Sara and I have meetings from 9-11 and 12-2:30, so if we could meet over here, it would give us more time.

Amy~

Amy D. Spriggs, Ph.D.
116 Taylor Education Building
Lexington, KY 40506
859-257-9105

From: "Alexander-Snow, Mia" <mia.alexander-snow@uky.edu>
Date: Wednesday, January 27, 2016 10:10 AM
To: "Flanagan, Sara M" <sara.flanagan@uky.edu>, adsp224 Spriggs <amy.spriggs@uky.edu>
Cc: "Oyer, Abigail C" <abigail.oyer@uky.edu>, "Margaret Schroeder (mmohr2@g.uky.edu)" <mmohr2@g.uky.edu>
Subject: RE: Program change--Special education

Hello Sara,

Thank you for your email. I am looking forward to talking with you and Amy about the integration of your two programs into one special education major. We will definitely need to talk about the substantive changes involved, and implications at the state (CPE) and institutional level(SACSCOC).

My dates and times of availability are below:

- Thursday, January 28, 1-3:30 pm
- Friday, January 30, 1- 2:30 pm
- Monday, February 1, 11 am – 3:30 pm
- Tuesday, February 2, 10am – Noon
- Wednesday, February 3, 2:30 – 4:00 pm

If the dates and times do not work for you, please provide alternative options. We can meet either at my office or at one of your offices.

Thank you and I look forward to the conversation☺

Mia

Mia Alexander-Snow, PhD

Director, Planning and Institutional Effectiveness

Phone: 859-257-2873

Fax: 859-323-8688

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Follow us at: <https://www.facebook.com/universityofky>



The University of Kentucky

From: Flanagan, Sara M
Sent: Monday, January 25, 2016 3:28 PM
To: Alexander-Snow, Mia
Subject: Program change--Special education

Hello,

Margaret Schroeder directed my colleague, Amy Spriggs, and I to contact you regarding if our program is a major change from the SACS-COCS perspective. I am the program faculty chair for the Learning and Behavior Disorders (LBD) special education program; Amy Spriggs is the program faculty chair for the Moderate and Severe Disabilities (MSD) special education program. We are combining the programs for one special education major. The students will graduate with coursework in both MSD and LBD, with the option to become certified in both. Could you provide some guidance on the program change? We are bit lost on the SACS side. I'm happy to send you any of our documentation and meet in person/over the phone.

Thanks,
Sara Flanagan

Sara Flanagan, Ph.D.
Assistant Professor
University of Kentucky
Department of Early Childhood, Special Education and Rehabilitation Counseling
219 Taylor Education Building
Lexington, KY 40506
859.257.4713



September 14, 2015

To Whom It May Concern:

I am writing in regards to the new undergraduate Special Education program being proposed by the Department of Early Childhood, Special Education, and Rehabilitation Counseling. The Elementary Education program has planned an appropriate course sequence and course pre-requisites given the unique nature of today's special educator. We recommend the following modified course pre-requisites in the Elementary Education Program for students perusing the Teacher Education Program initial certificate in Special Education:

Course	Semester Taken	Pre-Requisites
SEM 328 - Teaching Science in the Elementary School	Spring, Junior Year	Choose from: PHY 160 or EES 160
EDC 326 - Teaching Social Studies in the Elementary School	Spring, Junior Year	
EDC 329 - Teaching Reading and Language Arts	Fall, Senior Year	
SEM 337 - Teaching Mathematics in Elementary Schools	Fall, Senior Year	An A or B in MA 201 -or- A C or better in MA 201 and a D or better in MA 202

We understand that you will enroll approximately 20 students per cohort. We will plan our number of sections based on this. We will work together to ensure that Special Education majors are enrolled in all sections so that students from both disciplines can work together.

Please let me know if you have any questions.

Sincerely,

Rebecca McNall Krall, PhD
 Co-Chair, Elementary Education Program
 Email: rebecca.krall@uky.edu



College of Education
Curriculum and Instruction
335 Dickey Hall
Lexington, Kentucky 40506-0017
859 257-4661
fax 859 257-1602
education.uky.edu/EDC

March 1, 2016

To Whom It May Concern:

I am writing in regards to the new undergraduate Special Education program being proposed by the Department of Early Childhood, Special Education, and Rehabilitation Counseling. The Elementary Education program has planned an appropriate course sequence and course pre-requisites given the unique nature of today's special educator. In regards to literacy and social studies, we recommend the following modified course pre-requisites for students perusing the Teacher Education Program initial certificate in Special Education:

Course	Semester Taken	Pre-Requisites
EDC 326 – Teaching Social Studies in the Elementary School	Spring, Junior Year	
EDC 329 – Teaching Reading and Language Arts	Fall, Senior Year	

We understand that you will enroll approximately 20 students per cohort. We will plan our number of sections based on this. We will work together to ensure that Special Education majors are enrolled in all sections so that students from both disciplines can work together.

Please let me know if you have any questions.

Sincerely,

Susan Cantrell
Interim Chair
Dept. of Curriculum and Instruction



March 1, 2016

To Whom It May Concern:

I am writing in regards to the new undergraduate Special Education program being proposed by the Department of Early Childhood, Special Education, and Rehabilitation Counseling. The Elementary Education program has planned an appropriate course sequence and course pre-requisites given the unique nature of today's special educator. In regards to Science and Math education, we recommend the following modified course pre-requisites for students pursuing the Teacher Education Program initial certificate in Special Education:

Course	Semester Taken	Pre-Requisites
SEM 328 – Teaching Science in the Elementary School	Spring, Junior Year	Choose from: PHY 160 or EES 160
SEM 337 – Teaching Mathematics in Elementary Schools	Fall, Senior Year	An A or B in MA 201 -or- A C or better in MA 201 and a D or better in MA 202

We understand that you will enroll approximately 20 students per cohort. We will plan our number of sections based on this. We will work together to ensure that Special Education majors are enrolled in all sections so that students from both disciplines can work together.

Please let me know if you have any questions.

Sincerely,

Jennifer Wilhelm, PhD
Professor and Chair of STEM Education
University of Kentucky

EDSRC Faculty Meeting Minutes
January 12, 2016 @ 12:30 p.m.
TEB 222

Faculty present: Abner, Ackerman, Allday, Ault, Bausch, Bishop, Bottge, Lee, Crystal, Flanagan, Harley, Jung, Lane, Maxwell, McCormick, Mushett, Rogers, Sampson, Shepley, Spriggs, & Ysasi

Faculty absent: Baird, Beach, Feist-Price, Hall, Grisham-Brown (Sabbatical), McKenzie, & Sheppard-Jones

GASC – 12:00 PM – 12:30 PM

Guest Speaker

Margaret Mohr-Schroeder @ 1:00 PM

DOE Equity Policy – parts 1-3 and how they are handled and credited. Shapiro & Henry sent proposal to the Dean in an attempt to clarify. The faculty council will accumulate information and give their feedback and recirculate. Jung stated that the biggest controversy is adding and subtracting student numbers (high/low enrollment) and that our doctoral students are not counted accurately. McCormick stated that in the future, faculty will be pushed to have funded research instead of unfunded and serious discussion on how to evaluate student advising. Changes in percentage of course allocation from 12.5% (1 class) to 10%, 2+2 teaching load for clinical faculty and lecturers – no more than 4 a semester. Standards of Evidence are on file for every single rank and Chair needs to make sure they have a copy. Send your feedback to Schroeder by the next faculty council meeting scheduled for February 2nd. (Bowling will send out DOE handout immediately after today's meeting)

Call to Order

Approval of minutes (December 1, 2015) – Lee made the motion to accept the December minutes, Rogers seconded the motion. Motion carried.

Announcements

UK Academic Ombud – Syllabi and other important notes from the 1/6/16 email sent to all to update your syllabi and schedule if you are going to be out. If you add assignments, cover everything you say on your syllabi. It is up to the program to decide what courses are being offered. McCormick stated that if a student complains, it will go to the appeals board without notification and the student usually wins.

Bausch reminded everyone to send an updated vita to Shelton for our website.

Toddlers and Technology Series – Sponsored by HDI, Friday, February 5, 2016
William T. Young Library, Alumni Gallery Room or online

GREAT NEWS!!

- Dr. Malachy Bishop - Congratulations Malachy for making it into the RHSU Edu-Scholar Public Influence Rankings!

Program Items

- I. DGS items – Crystal – GASC committee met at Noon regarding new procedures by the Graduate School, doctoral annual review will be soon to communicate the status of our current students. Graduate School is being reorganized but continue to contact Brian Jackson. McCormick stated that no word yet on the final changes and updates to the Graduate School.
- II. IEC items – Grisham-Brown - sabbatical
- III. EDS items – *Spriggs made the motion to re-vote for the UG redesign as one program and that all courses have been approved with submitting one new form. Flanagan seconded the motion and all 21 attending today's meeting voted yes.*
- IV. RC items
Undergraduate Update – Maxwell asked that she would like to obtain your input and interest in beginning the process of establishing the RC UG program. Bausch asked everyone to share your experience with her.
- V. Vision – Lee asked when the following would be offered Distance Learning - EDS 516 (summer only), EDS 547 (Fall & Spring only) & EDS 600 (Spring or Summer). Bausch stated that we need to bring up when these courses will be offered in the LBD Program faculty meeting. Lee will be meeting with Gretta Hylton, Division of Learning Services, at the KY Department of Education regarding starting an Orientation & Mobility Program on Feb. 3.

Committee Items - Updates

- V. Faculty Council – Jung (2018) McCormick (2018) – N/A
- VI. Promotion & Tenure Committee – Bishop (2016) – work is done.
- VII. Courses and Curricula – McKenzie (2017) – All courses passed.
- VIII. Research Advisory – Bottge (2018) – Committee is working with the Dean on analysis of benchmark Colleges of Education with respect to research productivity for the purpose of developing a strategic plan that includes resource requirements.
- IX. Inclusiveness – Ault (2017) & Ex officio – Lee Ann Jung, Director of International School Partnerships) – Ault announced that 94% had participated in the diversity policy survey.
- X. Media & Information – Rogers (2018) N/A
- XI. Rules – Allday (2017) N/A
- XII. Graduate Recruitment, Retention & Student Success – Crystal (2016) – N/A

- XIII. Undergraduate Recruitment, Retention & Student Success - Grisham-Brown (2017) – replaced by Flanagan for the Spring, 2016 – N/A
- XIV. Faculty & Student Recognition Committee – Lane (2017) – Freshman applications are now being received and graduate students in February.
- XV. Staff Council – Hess –Share the Warmth Drive – Success in December
- XVI. University Senate – Jung, Allday – N/A
- XVII. Council of Chairs Summary – Bausch – spoke about changes in DOE’s and the TCE’s.
- XVIII. Strategic Planning Committee – Jung, McCormick, & Harley – N/A
- XIX. NCATE/EPBSB College Steering Task Force – Spriggs, Ault, Allday, Bausch, Flanagan – N/A
- XX. COE Task Force – Faculty Teaching Evaluation – Harley stated to see agenda and read handout (Summary of the Task Force on Teacher Evaluations) that was distributed in regard to the TCE (teaching course evaluations) and send her feedback by 2/1/16.

Student Organizations

- XXI. KAECE – KY Association for Early Childhood Educators – Sampson will meet in January and February.
- XXII. Student Council for Exceptional Children (SCEC)– Spriggs & Flanagan – N/A
- XXIII. Rehabilitation Counseling Student Association (RCSA)
 - CHI Rho Zeta – Maxwell – recognizing new inductees
 - CHI Sigma Iota – Ysasi – elected new president
- XXIV. Living Learning Program (LLP) – Flanagan needs volunteers for 45 eager freshman.

Department Items – Old

Recruitment and Marketing – Bausch announced we have folders, flash drives to give to guest speakers and visiting students. She will be working with Jenna for recruitment flyers.

Update on Clinical Title Series Statement of Evidences – Harley, Mushett, Rogers – Harley stated that they have an example from the College of Nursing and will bring an outline to the April faculty meeting for review.

EDS 701 Chart – was distributed – see below for upcoming semesters –

Spring 2015	IEC	Dossier	Grisham-Brown
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Fall 2015	EDS	APA	Ault
Spring 2016	RC	Variable Topic	Crystal
Fall 2016	IEC	Manuscript Publication	
Spring 2017	EDS	Dossier	
Fall 2017	RC	APA	
Spring 2018	IEC	Variable Topic	
Fall 2018	EDS	Manuscript Publication	
Spring 2019	RC	Dossier	
Fall 2019	IEC	APA	

Department Items – New Business

Promotion, Promotion & Tenure, 1, 2, 4 year reviews – in our faculty meetings

Year 1 Reviews

Shepley – February, 2016

Mushett & Ysasi – March, 2016

Maxwell – April, 2016

Year 2 Reviews

Lane – February, 2016

Year 4 Reviews

Flanagan & Lee – February, 2016

Spriggs – April, 2016 & will be going up for promotion

Course Evaluations – Ault stated that she questioned the low threshold issue especially related to our on-line courses where we have multiple sections who only have one or two students (each section fails to meet the threshold to be evaluated) but the actual class is the aggregate of all the on-line sections. As per Harley's email forwarded to all faculty at 3:06 PM on 1/13/16 a reply from Dr. Noland that they realize it is a problem for online courses and cross-listed courses. This concern has been brought to Jim Lindsay's attention on a resolution. This issue will also be brought up to the Faculty Council meeting. Harley also asked for feedback as stated under XX. COE Task Force – Teaching Course Evaluations.

Nominations are needed for a representative to the new standing committee that will oversee all aspects of UK Core – Bausch asked if anyone would be interested but does not mean you will be chosen. Shepley is interested but Spriggs asked for additional information and for a faculty vote in the February faculty meeting.

Academic Leadership Academy, a project of the Bluegrass Higher Education Consortium, participants needed, February 18 and April 29 – Bausch asked for an Associate or Full Professor to participate.

Diaper Shower for Baby Shepley – Lee, Spriggs and Ault will decide on a date and schedule the potluck/baby shower.

Harley made the motion for the meeting to be adjourned, Spriggs second the motion, meeting was adjourned at 2:00 PM. Next meeting on Tuesday, February 2, 2016.

Courses and Curricula Committee
Thursday, March 24, 2016, 10:00-11:00 a.m., 245 TEB

Attendees: Justin Nichols, Molly Fisher, Richard Angelo, Jonathan Campbell, Tricia Browne-Ferrigno, Margaret Rintamaa, Bob McKenzie, Rosetta Sandidge, Martha Geoghegan

Guest: Jeff Reese, Margaret Bausch

Justin convened the meeting. Tricia made motion to begin meeting, Bob seconded.

Tricia moved to approve minutes of February meeting and Margaret seconded. Unanimously approved.

From KHP

New Minor Proposal – KHP Coaching Minor

Discussion of proposal. Contributes to sport leadership program. Justin updated group on upcoming proposal for interdisciplinary undergraduate program across CI, B&E, and Education. Bob moved approval of minor, Molly seconded. Unanimously approved by show of hands, no nays, no abstentions.

New Course Proposal – KHP 280 Introduction to Coaching

Discussion of proposal. Choice of assignments to complete; this approach personalizes learning. The syllabus needs to be replaced with the new template. The following issues were noted: sections regarding students with special needs and excused absences for religious holidays – update Jake Carnes name. Use generic language without name of director of office. Bob had question about attendance – no more than two absences are permitted, is confused with excused absences. Should the wording be no more than two **unexcused** absences? Would automatically have two absences. Doesn't match current boiler plate language. How are grades done? Eliminate the statement in the syllabus regarding 500 level courses. Change wording regarding attendance, special needs, religious holidays, and grading (500 level course) in the syllabus. Replace absences section with template paragraph. Include a 15-week outline/tentative schedule, i.e., week 1, week 2, week 3, week 4, etc. Ethics statement, pg. 6, change "Melody Noland" to the words "department chair". Send request for changes to Aaron. When does it launch? Not time to get through all committees this spring in time for fall implementation. Time is not a factor in getting changes made. Bob made a motion to approve KHP 280 pending the changes cited as necessary and Tricia seconded. Unanimously approved, no nays.

Program Change Proposal – MS KHP Health Promotion Formal Option

Discussion – would provide a formal option in Health Promotion in the MS degree program and add an additional option for a statistics course (EDP 558 instead of EDP 557 – availability is an issue). Molly suggested leaving EDP 557 or 558 as requirements. Existing Formal Options – None; New Options – 1) Kinesiology and 2) Health Promotion. Need to check with Registrar's Office to determine if options

currently exist. Recommendation to table. Justin will bring up at KHP faculty meeting today. Dr. Ickes is professor who put forward the proposal.

From EDP

Program Change – Masters in Counseling Psychology

Discussion of proposal by Jeff Reese, department chair. (As a side bar, proposal also corrects departmental name change.) The program has been a 36 credit hour degree program which was a launching point for doctoral work or licensure at the master's level. Licensing laws have changed in Kentucky. Counselor education in Kentucky must now meet CACREP standards – students can no longer get licensed in Kentucky through the "equivalent venue". 40% of students go on to doctoral programs. What to do with 36 credit program to make them better prepared for doctoral work and not compromise the clinical work? This proposal adds 12 hours which would make the program 48 hours to complete. Students can't continue to get state licensure at 36 credit hours. Applications have dropped significantly over the last couple of years. Does this qualify as substantive change under SACS? We can check with Mia Alexander-Snow. Molly made motion to approve program change pending results from Mia, Tricia seconded. Check with Mia and note on form. Jeff can update revised document with new date. Unanimously approved, no nays.

Major Course Change – EDP 613 Social Aspects of Behavior

Discussion of EDP 613. Proposal requests changing course number from EDP 613 to EDP 513. Course can now be taken by undergraduates. Jeff Reese indicated the course is offered in the summer. To help the class make, the department wanted to open enrollment to undergraduates. Psychology Department was consulted and is okay with proposal. Already approved as a DL course. Syllabus does contain two separate grading scales, but grade scale needs to be changed on form to Graduate School Grade Scale. Martha made the change to the form during the meeting. Molly moved approval and Tricia seconded. Unanimously approved, no nays.

From EDSRC

Program Change Proposal – BS MSD to Special Education

Margaret and Bob led discussion of this proposal. Reminded us that we approved all new and revised courses in this program in November or December; this is just back on the agenda rewritten on the new program form. Program would lead to certification in both LBD and MSD. Program would make students more marketable and have them better prepared for the master's degree program. Rationale for proposal – would like to combine the LBD and MSD programs – would help increase numbers in classes rather than spreading enrollments across courses in two programs. Correct form now submitted. Still 120 credit hours. Have met with Mia and received feedback from her regrading what needs to be done. February 2 memo reviews discussion with Mia Alexander-Snow. Note to Martha: Delete Elementary education pre-reqs. Needs department chair routing signature and date approved in department. Molly moved to approve this program pending changes, Margaret seconded. Unanimously approved, no nays.

From EDC

Minor Course Change Request – EDC 639 Multicultural Secondary Education
Discussion -- only change is course title change, take syllabus off. Martha deleted syllabus. Tricia moved to approve proposal, Molly seconded. Unanimously approved, no nays.

From EDL

New Course Proposal – EDL 709 Evidence-Based Decision Making
Discussion – Proposal for new course. This is the action research course that is required for specialist.
Course is not open to other departments – oriented to preparation of principals. Bob moved approval, Margaret seconded. Unanimously approved, no nays.

Molly moved to adjourn and Tricia seconded.

Next meeting is scheduled for April 25 at 10:00 a.m. in 245 TEB.

Minutes approved by Chair Justin Nichols 8/01/2016